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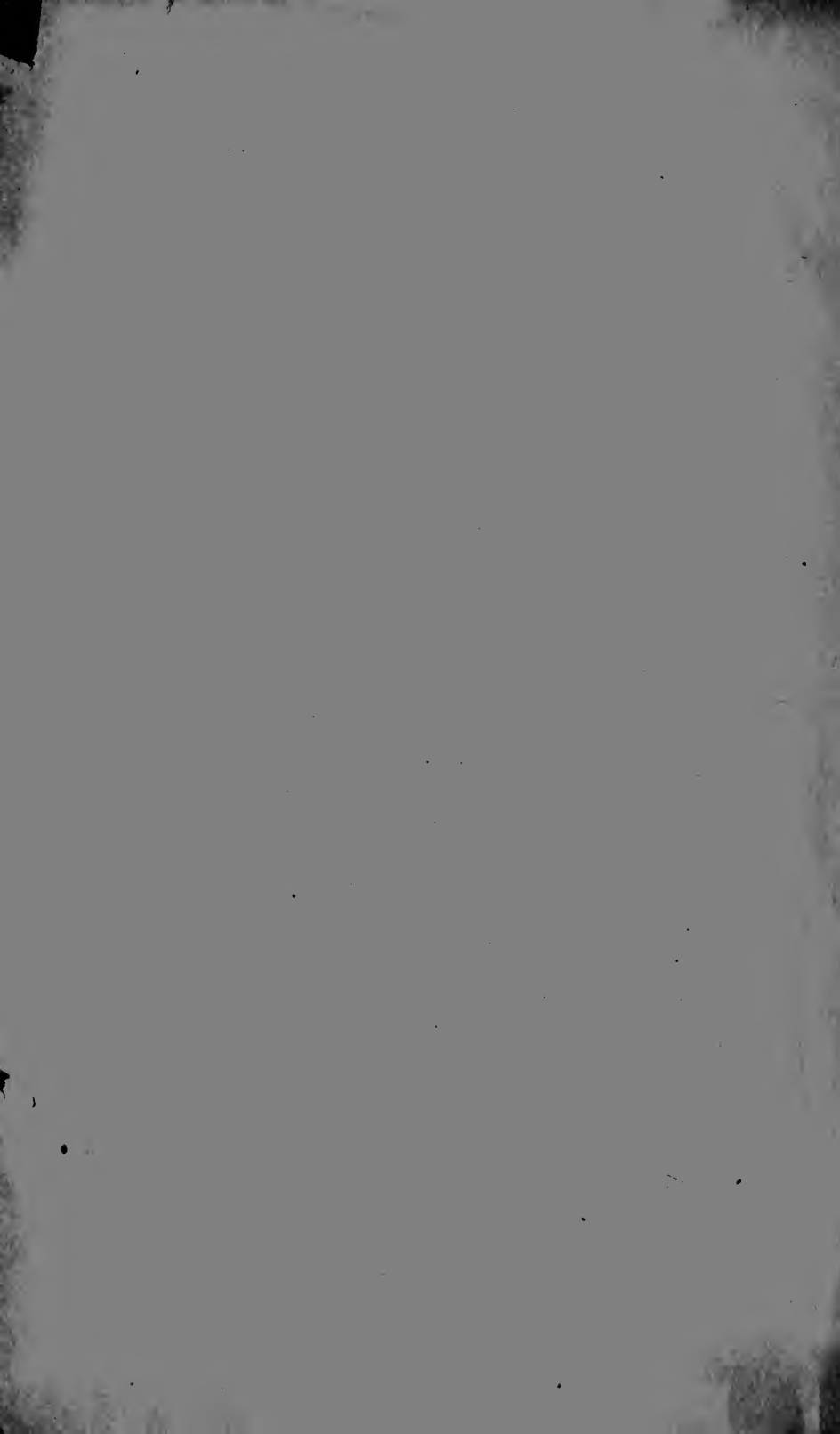
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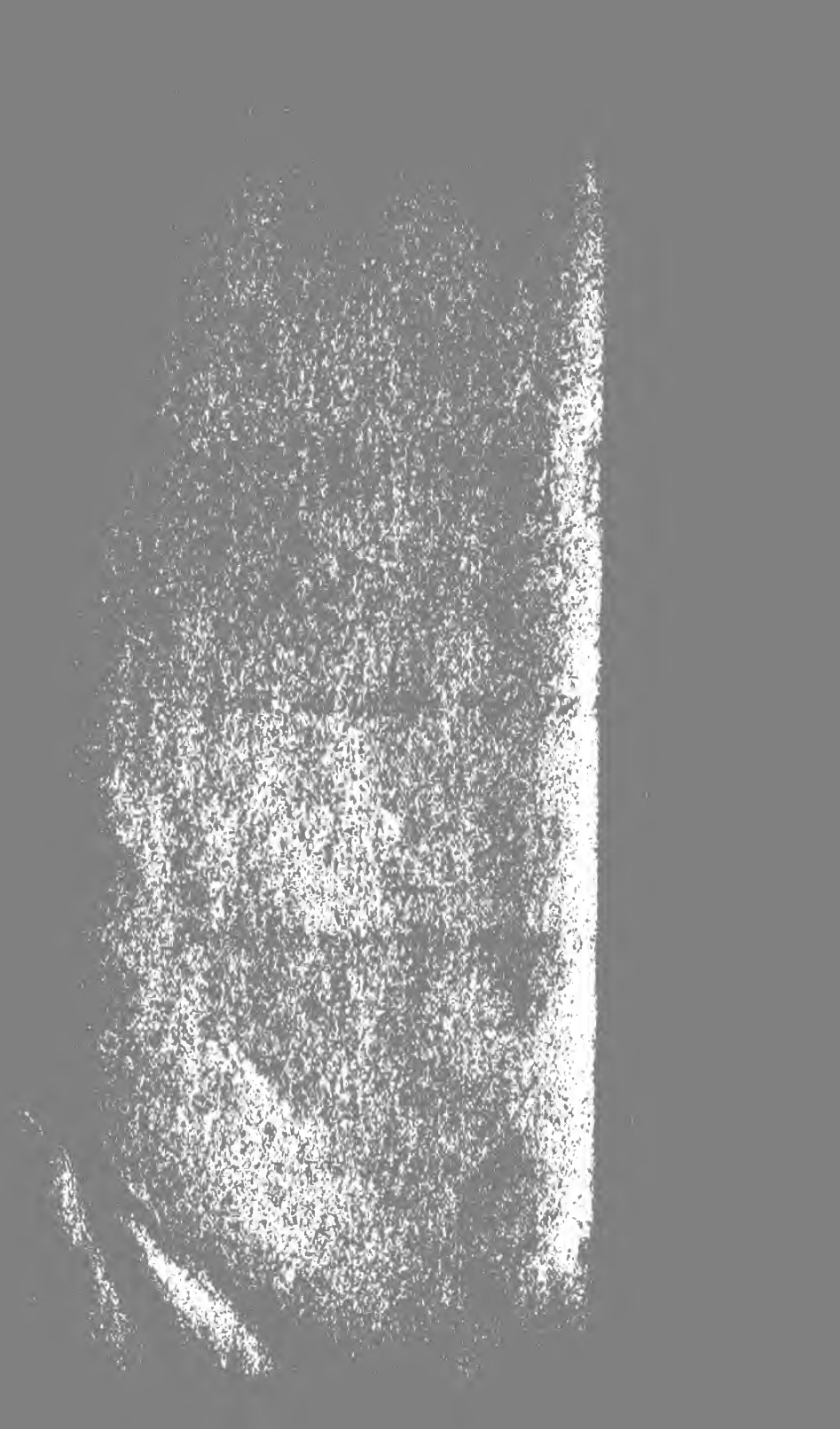
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PUBLIC DOCUMENTS

OF THE

STATE OF CONNECTICUT,

JANUARY SESSION, 1889.

Printed by order of the General Assembly.

HARTFORD:

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THE NATIONAL ARCHIVES

RECORDS

OF THE UNITED STATES

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MESSAGE

—• OF •—

HIS EXCELLENCY

MORGAN G. BULKELEY,

GOVERNOR OF CONNECTICUT

—• TO THE •—

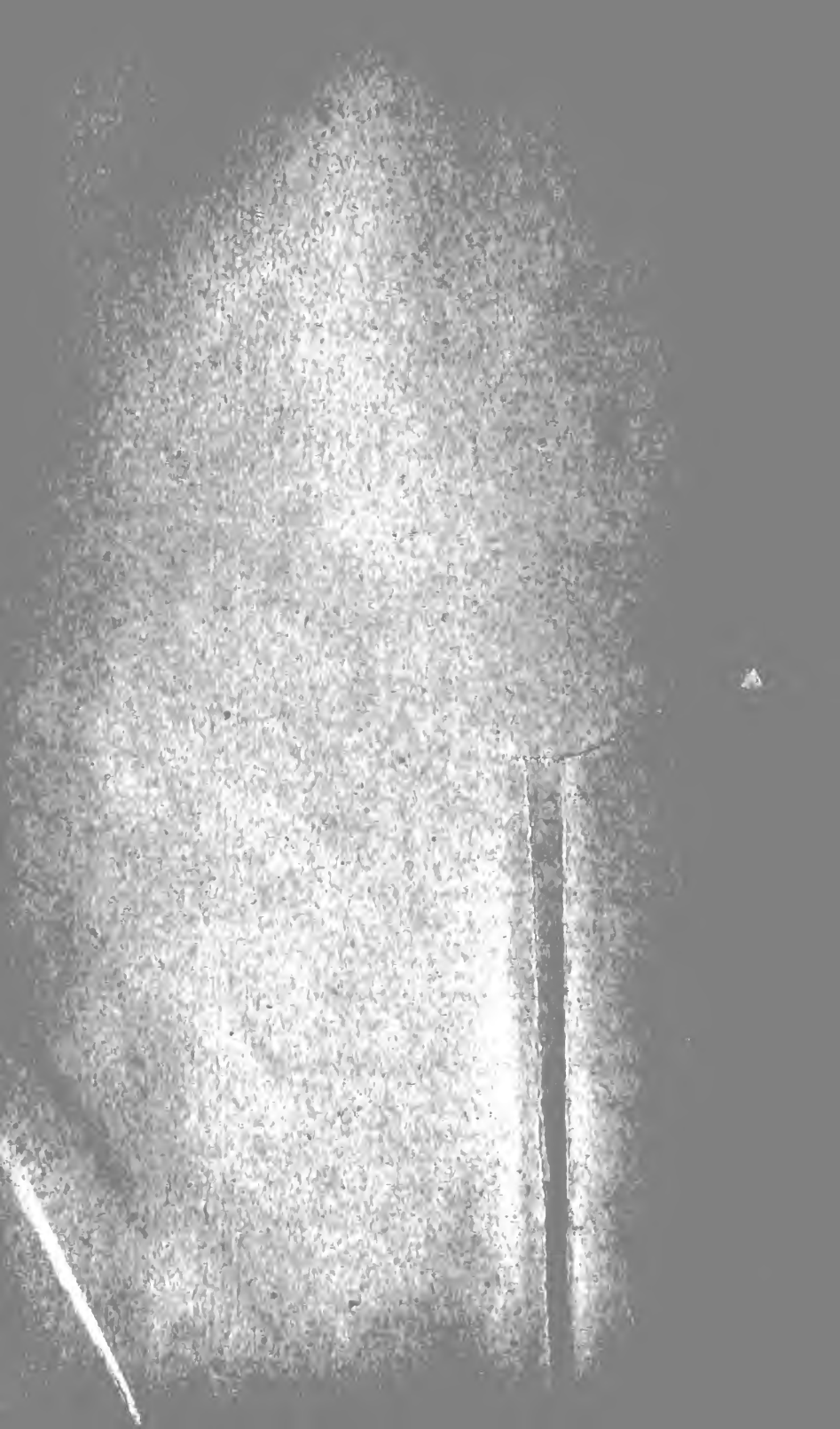
GENERAL ASSEMBLY,

SESSION OF 1889.

HARTFORD, CONN.:

PRESS OF THE CASE, LOCKWOOD & BRAINARD COMPANY.

1889.



MESSAGE.

Mr. President and Gentlemen: —

In the organization of the respective branches of this General Assembly in accordance with law, and the choice of the executive officers of the State, in obedience to the provisions of the constitution, on a failure by the people to elect as provided, you have completed the important preliminary work of this session and set in motion all the departments of the government for another biennial term. The power of election conferred upon and exercised by you was embodied in the constitution by its framers, and for seventy years has been the continued favored policy of the State. Deeply grateful for the honorable position to which your favor has assigned me, I enter upon the duties of the high office of executive with a deep sense of its responsibilities, with a single ambition, to serve our beloved commonwealth loyally and well, and animated by the single purpose, to emulate the honorable service of the long line of distinguished executives that have preceded me.

In obedience to the requirements of law, I shall present to you the condition of the several departments of the government, with such suggestions as seem to me for the well-being of the State.

FINANCE.

The reports of the Treasurer, which will be submitted to you, cover the period of two years from June 30, 1886, to

June 30, 1888, and disclose a most satisfactory condition of the finances.

The receipts of the treasury from all sources, including balance on hand June 30, 1886, \$325,789.23, were:—

RECEIPTS.

Year ending June 30, 1887,	-	-	\$2,662,777.19
Year ending June 30, 1888,	-	-	3,198,559.66
			<hr/>
			\$5,861,336.85

EXPENDITURES.

Year ending June 30, 1887,	-	-	\$2,043,783.02
Year ending June 30, 1888,	-	-	2,962,069.99
			<hr/>
			\$5,005,853.01
			<hr/>
Cash balance June 30, 1888,	-	-	\$855,483.84

Of this sum \$751,699.03 was applicable to the ordinary expenses or civil list fund; the balance consists of deposits with the Treasurer for the several purposes stated below.

BALANCES BELONGING TO THE SEVERAL FUNDS.

Principal of the School Fund,	-	-	-	\$21,428.17
Interest of the School Fund,	-	-	-	47,749.38
Housatonic Railroad Company, Deposit of,	-	-	-	106.34
New Haven & Derby Railroad Company, Deposit of,	-	-	-	29.26
Principal of Agricultural College Fund,	-	-	-	7,500.00
Dorsey State Prison Fund,	-	-	-	1,666.66
Unclaimed Deposits from County Treasurers,	-	-	-	78.50
State Librarian,	-	-	-	1,798.62
Deposit by Receivers of Litchfield Bank,	-	-	-	145.30
Deposit by Receiver of Woodbury Bank,	-	-	-	118.60
Estate of Townsend Savings Bank,	-	-	-	5,835.50
Principal of Town Deposit Fund,	-	-	-	17,328.48
				<hr/>
				\$103,784.81

The financial condition of the treasury justifies the policy of the last General Assembly in authorizing the funding of maturing indebtedness in bonds payable at the pleasure of the State. Such bonds found a ready market at a premium aggregating \$29,100.00. Since the date of the last report, bonds of this issue, to the amount of \$500,000.00, have been redeemed, and ample funds reserved to meet all the requirements of the treasury.

The balance of this optional issue of \$500,000.00 can undoubtedly be met without embarrassment to the treasury within a reasonably short period.

The bonded indebtedness, less cash on hand, civil list fund, was :

June 30, 1886, - - - - -	\$4,040,757.52
June 30, 1888, - - - - -	3,488,900.97
Debt reduced in two years, - - -	<u>\$551,856.55</u>

October 31, 1888, the gross bonded debt had been reduced by the payment heretofore referred to, and then amounted to \$3,740,600.00, redeemable as follows : —

Oct. 1, 1885, - - - - -	\$600.00
Jan. 1, 1903, - - - - -	500,000.00
Jan. 1, 1903, - - - - -	1,000,000.00
Oct. 1, 1910, - - - - -	1,740,000.00
Nov. 1, 1897, optional, - - -	500,000.00
	<u>\$3,740,600.00</u>

Provision should in my judgment be made for the redemption of this debt at maturity, by the creation of a sinking fund from such surplus moneys as from time to time accumulate in the treasury in excess of the ordinary demands. Such a fund properly invested, with its yearly accretions, would gradually provide for this bonded indebtedness.

The revenues of the State are largely derived from the following sources : —

From the Insurance Commissioner,
Avails of Courts and Bonds forfeited,
State Tax from Towns,
Military Commutation Tax,
Tax on Savings Banks,
Tax on Non-Resident Stock,
Tax on Mutual Insurance Companies,
Tax on Agents of Insurance Companies of other States.
Corporate Franchise Tax,
Tax on Railroads,
Interests on deposits,
Sundry and miscellaneous receipts.

The several recommendations of the Treasurer are entitled to your careful consideration, especially those relating to the prompt and proper distribution of funds deposited by the receivers of the Townsend Savings Bank without subjecting claimants to onerous regulation and expense, and also that some adequate provision be made to regulate by law places of deposit for the funds in the hands of the Treasurer, a proper and just relief to that official from an undue personal responsibility in the custody of the moneys of the State.

GRAND LIST.

The last grand list returned to the Comptroller, that of October, 1887, amounts to \$352,795,926.00, an increase over that of the previous year of \$3,070,153.00. This increase largely comes from the cities and more populous towns. The taxes collected and paid into the treasury during the year ending July, 1887, were \$698,355.22; July 1, 1888, \$437,157.23.

ESTIMATES FOR APPROPRIATIONS.

As provided by law estimates for appropriations for the two fiscal years ending June 30, 1891, have been prepared by the Treasurer, and will be duly submitted for your approval. The estimated receipts for this biennial period are \$3,531,300.00, and for appropriations \$3,233,796.00. On account of large receipts from various sources, owing to the change in laws for the taxation of railroads and other corporations, the Treasurer believes that without embarrassment to the finances the rate of State taxation can be reduced to one mill, and has so estimated. This slight reduction is a step in the right direction, and a needed relief to our sparsely settled and strictly agricultural communities where population and values seem to have a downward tendency. It is my belief that with economic and judicious appropriations, the day is near at hand when this tax can be still further reduced and eventually eliminated entirely.

SCHOOL FUND.

The School Fund now amounts to \$2,019,572.40, and is invested as follows :

BONDS AND MORTGAGES.					
In Connecticut,	-	-	-	-	\$1,267,857.26
In Massachusetts,	-	-	-	-	5,457.00
In Ohio,	-	-	-	-	350,100.00
In Indiana,	-	-	-	-	58,300.00
REAL ESTATE.					
Face value of Mortgages,	-	-	-	-	130,582.36
BANK STOCK.					
In thirteen Banks,	-	-	-	-	185,847.61
CASH.					
In hands of Treasurer,	-	-	-	-	21,428.17
					<hr/> \$2,019,572.40

The income distributed to the several towns during the year 1888 was \$116,199.00 on an enumeration of 154,932 children of school age, or 75 cents per capita. The natural increase in numbers of enumerated children will soon exhaust the entire income of the fund and necessitate a reduction of the per capita distribution. It was certainly the intent of the founders of this fund that it should be preserved intact, and appropriations to make good losses in investments have at stated times been made by the General Assembly; such losses, from the sale of foreclosed real estate, and on the stock of the Stafford National Bank, you will be asked to provide for. I fully agree with the Commissioner that, in accordance with constitutional provision, never as yet enforced, the value and amount of said fund shall be ascertained, and recorded in the Comptroller's office, as a proper foundation on which to base future appropriations to meet losses, and maintain the fund at its maximum amount.

EDUCATION.

The educational interests of the State are carefully watched and supervised by the State Board of Education. The great interest felt by the people in the proper education of the 154,932 children enumerated as of school age (from four to sixteen years), is best attested by the liberal financial provision for the support of the public schools. During the last fiscal year \$1,813,823.00 was raised and expended in their maintenance.

NORMAL SCHOOL.

The school building finished in 1883, and intended for a school of 150 pupils, already fails to furnish accommodations equal to the demands upon it. There are in attendance upon its instructions at the present time 265 pupils, and all avail-

able room is now in use. The demand for teachers properly trained is constantly increasing, and if the want is to be met, it must be from the graduates of the Normal School. Of the 218 who have graduated since 1883, 204 are employed in the schools of this State. Such reasonable demands as are made by the board for the extension of the work of the Normal School should receive your cordial approval and consideration.

NATIONAL GUARD.

The active militia of the State is composed of thirty-seven companies of infantry, two platoons of light artillery, and four machine-gun platoons, organized into four regiments, one battalion, and one battery, numbering 177 officers and 2,374 enlisted men, an increase in numbers of thirty-eight during the past year. I am pleased to report that in drill, discipline, and general equipment, the Connecticut brigade is not excelled by the troops of any other State. The maintenance of the brigade at its present high standard, involves a large expenditure which is cheerfully borne by the people. The annual commutation tax collected, substantially meets the ordinary maintenance of this branch of the public service. The brigade has recently been provided with new uniforms and armories are now owned by the State in all towns where two or more companies are located. No large expenditure will be required for such purposes, unless provision is made, by proper appropriation, for increasing the brigade to its maximum strength of forty companies. A special estimate with this end in view will accompany the annual report of the heads of the several military departments.

Objections are taken by friends of deceased soldiers to certain provisions of the act relating to the "burial of soldiers and sailors," and requests will be made for an amendment

thereto, which will relieve it from some of its odious provisions.

LABOR STATISTICS.

The duties of the Commissioner of Labor Statistics have been so faithfully performed, that the department has acquired the respect and confidence of the industrial and business classes, for whose benefit and information the bureau was organized. Through this confidence a large amount of statistical information has been secured, and the forthcoming report will furnish a broad foundation on which to harmonize and adjust many of the seeming differences between capital and labor. The proper and extended distribution of the reports of this department, in excess of the number now provided for, will in the judgment of the Commissioner, add greatly to its usefulness, and should, in my opinion, be willingly provided for.

STATE CHARITIES.

Connecticut has endeavored to provide with a liberal hand in all matters of her charitable and humanitarian work, making ample provision for the insane, the imbecile, the deaf and dumb, and her patriotic disabled war veterans.

CONNECTICUT HOSPITAL FOR INSANE.

On the 30th of June last there were confined in the Hospital at Middletown 1,292 patients. The buildings and accommodations are taxed to their full capacity, and steps should be taken at an early day to provide additional room either at Middletown or some other locality. The policy of increasing the numbers under one supervision is of doubtful propriety. During the year the trustees have been enabled

to make some needed permanent improvement from the income of the institution, and all ordinary expenses of the Hospital have been met out of moneys received for the support of patients, leaving a considerable cash fund in the hands of the treasurer for like purposes, as the wants of the institution may require.

FITCH'S SOLDIERS' HOME.

The home at Noroton meets a legitimate want, in a suitable provision by the State, within her own boundaries, for her sick and disabled veterans. Nearly two hundred are now accommodated. The buildings and grounds are being rapidly improved. Appropriations already provided will, for the present at least, furnish the means for such necessary work. By a recent enactment of Congress, an annual appropriation of \$100 has been granted for each disabled soldier cared for by the State in a home of this character. This appropriation will largely reduce the cost of maintenance to the State, although not covering the legitimate expense incurred. A considerable number of patients heretofore treated and cared for in the various hospitals of the State, are provided with a home and proper care here, with a large saving of expense to the State.

STATE PRISON.

The improvements ordered by your predecessors upon the State Prison at Wethersfield have been substantially completed, within the limit of the appropriation provided. The prison accommodations for the criminal classes are modern in their character, and equal to the wants of the State for many years. The directors believe, and will so advise you, that it is an almost absolute necessity that the present work-

shops be replaced. Erected more than fifty years ago, they are now inadequate and unfitted for the wants of the prison. An appropriation of about twenty-five thousand dollars will be required for this purpose if the recommendation meets with your approval.

Legislation was asked and granted two years ago for the protection of the public against the incorrigible or habitual criminal classes, by lengthened or permanent terms of imprisonment. Such amendment thereto as may be desirable in the light of experience for the greater safety of the public should be enacted, and the request for such legislation will be renewed.

STATE REFORM SCHOOL.

The report of the Trustees of the State Reform School presents an intelligent account of the work of that institution the past year. The views of the gentlemen who supervise and the superintendent who has immediate charge of a reformatory of this character are entitled to and should receive careful consideration ; and I commend their suggestions, especially that portion of their report relating to the education of the boys in some useful trade, which they can follow after their discharge from the school. No special appropriation is asked for this purpose, but it is suggested that the money received for land damages (eight thousand dollars) be returned to the trustees for refitting the main building for such a use. •

The number of inmates at the date of report was 427, and there have been received since the school was organized 4417.

INDUSTRIAL SCHOOL FOR GIRLS.

The number of inmates of this institution at the date of the last annual report was 212. The whole number admitted

since its foundation is 789, representing one hundred and nineteen different towns. The philanthropic founders of this school, in its present success and its promise for the future, are reaping a rich reward. This school should continue to receive from the State such reasonable and needed appropriations as are required for its maintenance.

JUDICIARY.

An absolute necessity seems to exist for some adequate provision for the filling of vacancies that may from time to time occur among the judges of the higher courts, during a recess of the legislature, by reason of death, resignation, or continued disability. Our courts, as now constituted, when fully equipped, require constant service to speedily meet the requirements of the people in the trial of causes. The resignation of a Judge of the Superior Court shortly after the adjournment of the last General Assembly developed this necessity, and also that no power existed outside of the legislature to meet the emergency thus created. In the interest of the people I would recommend that either a moderate increase of the number of judges be authorized, or that by proper amendment of the constitution the power to fill vacancies that may occur during a recess of the legislature be vested in the executive, subject to confirmation by the Assembly at its next session after such appointment.

In this connection I venture to renew a recommendation of one of my distinguished predecessors, that long and faithful service to the State is entitled to recognition and reward. As a measure well calculated to draw from the honors and emoluments of the legal profession those best equipped for the laborious service of the bench, due provision should be made that every Judge of the Supreme Court of Errors or of

the Superior Court who shall cease to be Judge by arriving at the age of seventy years, or who shall be retired by reason of disability, which should be provided for, after having served two full terms shall receive annually after such retirement, during life, such reasonable and just compensation as it may be your pleasure to grant. I believe this to be right in principle and a guarantee and provision for advancing years to which such service is entitled.

ATTORNEY-GENERAL.

I am satisfied, in the interest of good government, that the several departments of the State, in the discharge of their duties, and the interpretation of the laws they are called upon to execute, are entitled to the advice and official opinion of an authorized public officer. Such opinions as are now secured at the pleasure of the departments, have no special official significance on which to base official action. An Attorney-General or Solicitor of the State, appointed in such manner as you may direct, or elected by the people, as in many States, would provide for a long felt want, without increased expense for legal service.

THE BALLOT.

The policy and tradition of the State, in all its legislation, has been, and in the statutes, as they now exist, is to provide that every elector shall be permitted the exercise of the sacred right of the elective franchise, free from the control and knowledge of others, as to his individual action or choice. The present provisions of the law fail, in the minds of many, to provide that absolute secrecy necessary for the fullest and freest exercise of the franchise,—renewed demands have been made to successive legislatures for relief, in the belief that

such legislation as was asked would tend greatly to the welfare of the State, in the purity of its elections, and provide against imaginary or possible intimidation of the voter. Such measures as have been presented from time to time, have failed to receive approval; after careful examination, as too cumbrous in their execution, or unsuited to the wants of the intelligent people of the state. I would advise, however, that this subject should again receive the thoughtful consideration of the General Assembly, and that some law, simple in its character, and at the same time effective in its operation, be enacted for the protection and secrecy of the ballot. The systems proposed, to which my attention has been attracted, as suggested and enacted in other States, seem too extensive in their provisions, and involve unnecessary delays to the elector, and large expense to the public without compensating security.

As an additional advance toward honest elections, I would suggest a modification of the registration laws now in force, and that in the larger and more populous towns and cities, a personal registration be required. It is clearly the intent of laws now in force, to require ordinary intelligence or an educational qualification, as a prerequisite to admission to the privileges of an elector. The rigid enforcement of such a law is as essential as the law itself, in order that the obligations of the freeman's oath may be intelligently observed. Such a law should be uniform in its interpretation, throughout the State, and not, as now, subject to the caprice or action of partisan political boards. If the present statutes were so amended as to require the reading of the constitution or statutes, in the language in which they are ordinarily published by the State, and commonly spoken by a large majority of our citizens, it would be clearly in the line of intelligent

progressive legislation. Such legislation as you may adopt, to dignify and purify the atmosphere that surrounds our elective system, will receive my most hearty support and approval.

CORPORATIONS.

The corporate interests of the State supervised by state commissioners, are the railroads, insurance companies, banks, savings banks, and investment corporations.

RAILROADS.

The railroads of the State are largely concentrated, either by ownership or long lease, in the New York, New Haven & Hartford and New York & New England companies, and represent an aggregate capital stock of \$63,213,608.34, and a funded and other indebtedness of \$36,521,007.02. The number of miles of road within the limits of the State is 990; the number of passengers transported during the year, 22,972,666, and the tons of freight carried, 7,729,549. The growth and development of the business of these roads during the period of ten years from 1879, has taxed their capacity to accommodate the demands upon them for speedy and safe transportation of both passengers and freight. Measures are in progress for improving and extending the facilities of these roads, which have almost ceased to be local in their character, and have become in their connection with other systems highways of communication for the whole country.

You will be called upon at this session for legislation which will permanently determine the policy of the State regarding the concentration and consolidation of the capital and management of its railroad corporations. Such concessions in this direction as may, in your wisdom, be prop-

erly granted should be surrounded by such wise provisions of law and limitations of power as will give adequate protection to the people, and preserve the corporations themselves from the growing prejudices and jealousies created by large aggregated capital.

GRADE CROSSINGS.

The rapid increase in the number and speed of trains, demands as a matter of public safety and convenience, that all crossings at grade of highways should eventually be abolished. The present laws to secure this end seemed reasonably satisfactory when enforced in isolated cases, involving limited expense, but their practical enforcement in the efforts of the railroads to abolish such crossings on an extended scale, has resulted in litigation and delays, and created a belief that the burden of expense is unjustly divided between the railroad and the communities in which such crossings are located.

The findings of the Commissioners in the various cases in which they have rendered decisions, and such decisions have very generally been sustained by the courts on appeal, have thrown the burden of cost largely on the roads. In sixty-one cases, covering their report, the expense apportioned to twenty-two towns was \$49,195.00, and to the railroads \$394,433.00. If the law requires modification, it should be made, with due regard to the rights of the people as well as free from prejudice toward the corporation, or corporate privileges which have been granted by the General Assembly, and under which the railroad systems of the State have contributed their reasonable share toward its growth and prosperity. The removal of these crossings involves not only great expense, but in the larger and

more populous cities and towns, serious questions of engineering skill, destruction or damage to property, and public convenience, results reached by concession and compromise between the varied interests will generally prove more satisfactory than the arbitrary decision of a court or commission made under the strict interpretation of a general law, and such a course has in many cases been followed with the approval of the Commissioners.

SAVINGS BANKS.

The number of savings banks reporting to and under the supervision of the Bank Commissioners is eighty-five, with deposits of \$105,850,078.95 and aggregate assets of \$111,816,975.58, an increase of deposits during the past year of \$3,660,144.23. The number of depositors is 287,776, an increase of 9,361 during the same period. These institutions are reported as in sound financial condition. During the year the Willimantic Savings Institution, by reason of bad or doubtful investments, was obliged to scale its deposits as a measure of security and future stability. The custody and investment of trust funds, in a large measure the hard-earned savings of the industrial classes, should be most zealously guarded. Such legislation as is recommended by the Commissioners would be an advance in the right direction. The right to discriminate in rates of interest between large and small depositors, now discretionary, should be made compulsory — a sure discouragement to large depositors whose ability to accumulate should carry with it a reasonable ability to care for and invest their own savings. Special deposits in these institutions, subject to check at sight, should be forbidden by law; other banking facilities, both State and National, are reasonably convenient and accessible to most

communities requiring such business facilities. I cannot believe that loans upon personal security alone, are legitimate investments for trust funds, and such loans should be limited to a very moderate amount, or better still, be forbidden entirely. Loans upon approved collaterals, real estate security, or investments in stocks and bonds, though yielding less income, furnish a safer and more reliable asset. I am well aware that it is difficult to throw the safeguard of the law around all matters of investment of trust funds, but so long as the State, through legislation, aims to protect and guard such trusts, let it be done intelligently and courageously. Additional legislation is found to be necessary to provide against and prevent fraudulent entries upon the books of savings banks, by officers or employees, with intent to deceive the Commissioners, or for any other purpose.

STATE BANKS AND TRUST COMPANIES.

Sixteen banks and trust companies, with aggregate capitals of \$3,426,000.00 and assets of more than \$11,000,000.00 represent the banking institutions incorporated under State authority. All are reported in sound condition.

INVESTMENT COMPANIES.

Ten Connecticut companies and fifty-six of other States are authorized to transact business in this State, with capitals:

State Companies,	\$ 4,111,170.00
Foreign Companies,	12,685,510.00
	<hr/>
	\$16,796,680.00
and with liabilities for Debenture Bonds issued,	\$22,799,719.00
Guaranteed Loans,	64,122,039.57
	<hr/>
	\$86,921,758.57

These foreign corporations are permitted, through their charters, or the laws of the States in which organized, not only to dispose of and deal in real estate securities, but also to issue their own debentures, based on such security as they may elect, usually bonds and mortgages, to any amount which an investing and confiding public will absorb. Under the semi-supervision and endorsement of this State, through reports and such examination as your Commissioners are required by law to make, large amounts of capital are being absorbed from year to year. So far as I am informed, no standard of solvency or security has been devised, by which stability can be accounted or guaranteed. The endorsement here given them, in the manner indicated, is not sought or obtained in other States, and if continued here, such institutions should contribute in some equitable way to the revenues of the State for the privileges which they enjoy. Through these sources of investment, and a misconception or misconception of the law, large amounts of taxable properties are annually found missing from the grand list, the State and towns deprived of their just revenue, and the investors in home securities, and industries on whom the State must depend for its growth and prosperity, burdened with an increased and unjust measure of taxation.

INSURANCE.

The annual report of the Insurance Commissioner exhibits in detail the condition of the various corporations transacting business in this State.

Ten fire and six life companies, chartered by the State, and eighty-six fire, and twenty-one life companies, organized in other States and foreign countries, are transacting business under the supervision of this department. The vast

accumulations in the hands of these corporations — life, \$558,370,947.00 ; fire, \$175,839,027.31 ; — attest the confidence of the people in these great beneficent institutions.

Sixteen mutual fire companies are also organized under State charters. The present laws are well adapted to secure the sound management of these institutions, but any suggestions from the Superintendent tending to promote the development and security of these great trusts, should receive your thoughtful consideration and action.

STATE BOARD OF HEALTH.

The eleventh annual report of this Board presents in detail the work accomplished the past year. It contains valuable suggestions for the improvement of the sanitary condition of the State. The death rate, as estimated, compares favorably with that of other, and adjoining, States, being between seventeen and eighteen per 1,000 inhabitants.

VITAL STATISTICS.

The number of births during the year was 16,583, deaths 12,385. Great improvement has been secured in enforcing the laws for the registration of births, deaths, and marriages. The importance of this work cannot be overestimated, when it is considered that upon the correctness of such registration depends wholly the value of the statistics furnished from year to year. The estimated population of the State, based upon returns from the different towns, for the year 1887, was 727,276.

CONSTITUTIONAL AMENDMENT.

The last General Assembly proposed, and ordered published with the laws, an amendment to the constitution, prohibiting the manufacture or sale of intoxicating liquors,

except for certain specified purposes. This amendment will come before you for consideration and action. With your approval in accordance with the provisions of the constitution, it will further require the ratification of the people, before becoming a part of the fundamental law of the State. It is for you to decide, if wise public policy demands such a change in the laws of the State, heretofore restrictive and controlling in their character, rather than prohibitory. Under existing laws, delegating to the towns the power to control in matter of license, practical prohibition may exist, wherever public sentiment, as evidenced by the voice of the people in their vote, will sustain or demand it, and in nearly one-half the towns in the State such a sentiment prevails.

STATE SURVEY.

My attention has been called to the fact, that the State has never secured an official and accurate topographical survey and map of the State, and that a favorable opportunity now exists through the co-operation of the general government, to secure such a survey and map at a moderate expense. You will be asked to give this subject your serious consideration. Adjoining States have taken advantage of the work of the United States Geological Survey, and in Massachusetts and Rhode Island the field work of the surveys are completed. The desirability of securing an accurate map of the State cannot, I think, for a moment be doubted.

BOUNDARIES.

The Commissioners appointed under direction of the last General Assembly, to fix the river boundaries between Connecticut and Rhode Island, have not, as yet, completed their work. Surveys have been made, and it is hoped that some

satisfactory conclusion will be reached in time to report to this Assembly.

PUTNAM'S WINTER QUARTERS.

The committee appointed to erect a suitable memorial on the Putnam Winter Quarters in the town of Redding have completed their work, and a granite monument, with appropriate inscriptions, now marks the ground on which Putnam's division of the Continental army passed the winter of 1777-78. Through the generosity of two citizens of this State, thirty-three acres of land, embracing the entire campgrounds, have been presented to the State, on the one condition "that they shall ever be held as a memorial ground." The committee recommend the acceptance of these grounds on the conditions proposed, and that you make proper provision for their care and maintenance.

PUTNAM MONUMENT.

On the 14th of June, 1888, the equestrian statue of General Israel Putnam was unveiled, in the town of Brooklyn, with imposing ceremonies, and the work of the commission having the matter in charge completed, in officially entrusting this appropriate memorial to the future care and custody of the State.

CONNECTICUT'S CONSTITUTION.

I have been requested by the officers of the Connecticut Historical Society to call your attention to the near approach of the Two Hundred and Fiftieth anniversary of the framing of the first Constitution, and the foundation of the Colony of Connecticut, January 24, 1639. It is proposed by this Historical Society to recognize the day by simple but appropriate literary and historical exercises, in which you will be invited to participate. It seems eminently proper that a day so historic, marking the foundation of a

free government by the people, should not be permitted to pass unnoticed and forgotten, in these anniversary days, recalling the memories and history of the earlier days of the State and Nation.

CENTENNIAL.

It is proposed to celebrate the Centennial Anniversary of the inauguration of Washington as the first President of the United States, in New York City on the 30th of April next. The preliminary work of the committee having the arrangements in charge justify the belief that this will be an historic occasion, and one worthy of the object which it seeks to commemorate. Connecticut filled an important part, through her worthy representatives, in the framing of the constitution and the formation of the federal Union, and it is meet that on this commemorative occasion the State should also be worthily represented. A commission has been appointed on behalf of Connecticut, by the Governor, to coöperate in the preliminary labors. It is your privilege to determine and to provide, by needed appropriation, for such a representation at this historic centennial as will be worthy of this commonwealth.

CONCLUSION.

The work of the session is now before you. As the chosen representatives of the people, it will be without honor if you fail, in your legislation, to contribute something to the future welfare and prosperity of the State. With an humble trust in a Divine Providence, that guided wisely the fathers in the foundation of this government, let us, through our labors here, strive to perpetuate and transmit to our successors the precious heritage entrusted to our keeping.

MORGAN G. BULKELEY.

§ STATE OF CONNECTICUT.

ESTIMATES

FOR

APPROPRIATIONS

FOR

STATE EXPENDITURES

FOR

TWO FISCAL YEARS

COMMENCING

JULY 1, 1889, AND ENDING JUNE 30, 1891.

HARTFORD, CONN.:

PRESS OF THE CASE, LOCKWOOD & BRAINARD COMPANY.

1889.

the
university of
connecticut
libraries



STATE OF CONNECTICUT,

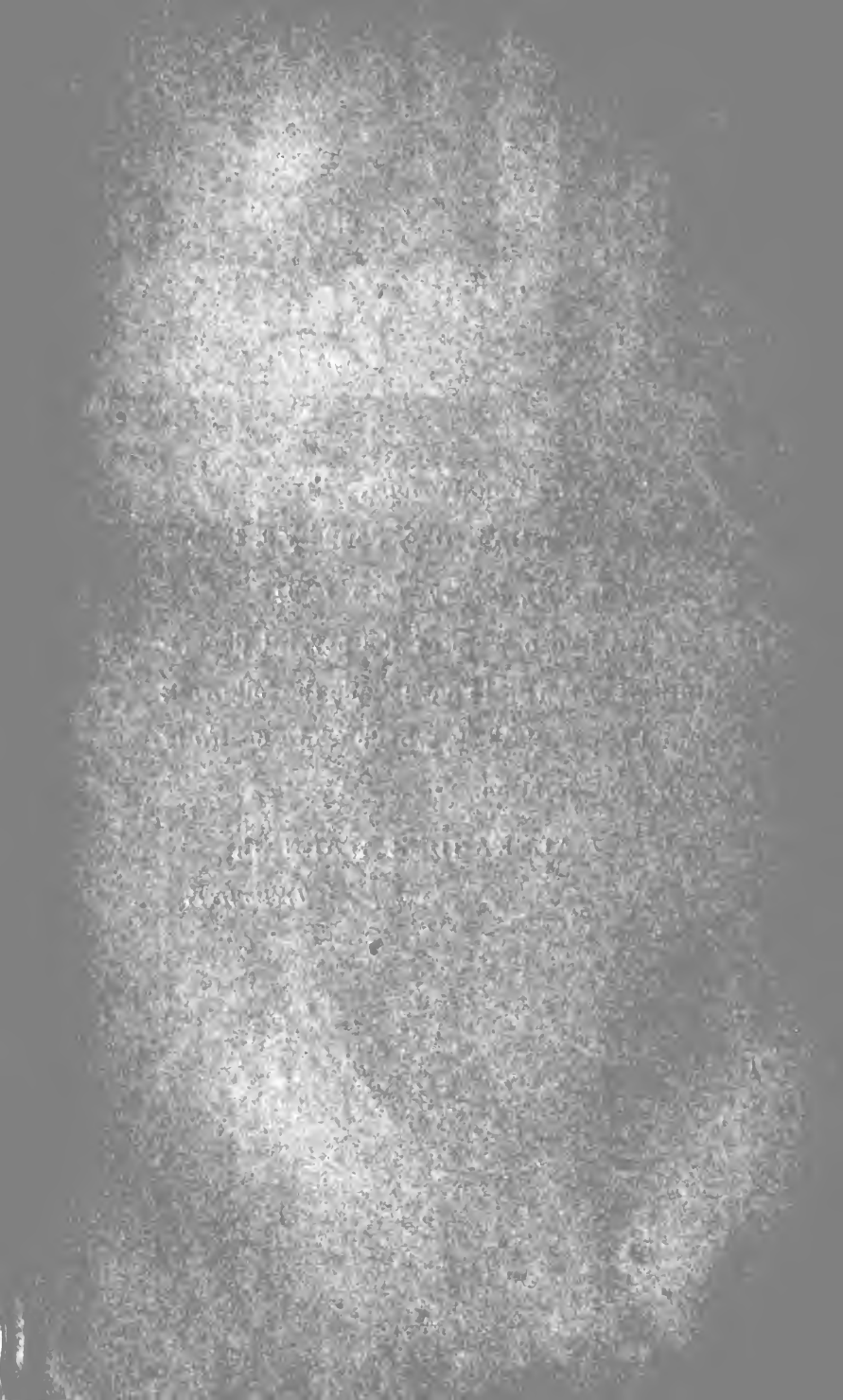
TREASURER'S OFFICE, HARTFORD, January 9, 1889.

To the Honorable General Assembly, January Session, 1889:

As by law directed, the officers of the several departments and institutions of the State have made the following estimates for annual appropriations, which are respectfully submitted for your consideration.

ALEXANDER WARNER,

Treasurer.



State of Connecticut.

ESTIMATES OF EXPENSES

FOR THE TWO YEARS COMMENCING JULY 1, 1889.

For Sessions of the General Assembly,	-	-	\$110,000.00
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FOR THE EXECUTIVE DEPARTMENTS.

EXECUTIVE DEPARTMENT.

For Salaries,	-	-	-	-	\$12,800
For Office Expenses,	-	-	-	-	1,000
For Reception expense,	-	-	-	-	400
For Carriages at Inaugural Reception,	-	-	-	-	75
					<u>\$14,275</u>

Lieutenant-Governor.

For Salary,	\$1,000
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State Secretary.

For Salaries,	-	-	-	-	\$10,200
For Clerical Services,	-	-	-	-	1,000
For Incidental and Office expenses,	-	-	-	-	600
For Compilation of State Register,	-	-	-	-	800
					<u> </u>
					\$12,600

State Treasurer.

For Salaries,	-	-	-	-	\$8,800
For Office and Incidental expenses,	-	-	-	-	1,400
For Legal expenses,	-	-	-	-	3,000
					<u>\$13,200</u>

Comptroller.

For Salaries, - - - - -	\$9,400	
For Office expenses, - - - - -	1,000	
	<hr/>	\$10,400
For Printing and Circulating Public Laws, Documents, and State Papers, - - -		\$70,000
For Contingent expenses, - - - - -		10,000
For the State House and Grounds, - - -		62,000
For Bank Commissioners, - - - - -		10,300
For Railroad Commissioners, - - - - -		23,000
For Special Commissions, - - - - -		10,000
For The State Board of Charities, - - -		6,000
For Sick and Wounded Soldiers, - - -		92,000
For Deceased Soldiers, - - - - -		20,000
For New Haven Hospital, - - - - -		10,000
For Hartford Hospital, - - - - -		10,000
For Bridgeport Hospital, - - - - -		10,000
For Insane supported elsewhere than at Mid- dletown, - - - - -		17,000
For Deaf and Dumb, - - - - -		21,000
For the Blind, - - - - -		12,000
For Imbeciles, - - - - -		18,000
For Salaries of Judges, and expenses, - - -		135,000
For Salaries of Sheriffs, - - - - -		16,000
For Salaries of State's Attorneys, - - -		35,000
For Soldiers' Children, - - - - -		11,000
For Insane Soldiers, - - - - -		10,000
For State Paupers, - - - - -		14,500
For Factory Inspector, - - - - -		6,000
For Taxes refunded, - - - - -		2,000
For Connecticut Humane Society, - - -		4,000
For Pharmacy Commission, - - - - -		2,200
For State Board of Health, - - - - -		10,000
For Board of Pardons, - - - - -		1,000
For Connecticut Prison Association, - - -		4,600
For Surrender of Oyster Grounds, - - -		16,000
For State Auditors, - - - - -		1,600
For Temporary Homes for Dependent and Neglected Children, - - - - -		20,000
For Purposes not otherwise specified, - - -		40,000

State Librarian:

For Salaries,	\$4,100	
For Purchase of Books,	2,000	
For Incidental expenses,	800	
	<hr/>	\$6,900

State Board of Education:

For Common Schools,	\$470,000	
For Evening Schools,	3,500	
For Normal School,	40,000	
For Libraries,	10,000	
For Teachers' Meetings,	6,000	
For Salaries,	12,600	
For Office expenses,	4,000	
For Agents' expenses,	1,500	
For traveling expenses of Secretary,	1,200	
For Expenses of Members of the Board,	600	
For Enforcement of Child Labor Law,	8,000	
For Text-Book of Physiology,	400	
	<hr/>	557,800

Commissioner of the School Fund:

For Salaries,	\$11,000	
For Auditing Accounts,	200	
For Office and Commissioner's expenses, including expenses of re-appraisal of securities,	2,000	
For Legal Expenses,	1,200	
For Real Estate expenses,	7,000	
For Agricultural College fund, expenses of management,	300	
	<hr/>	21,700

Insurance Commissioner:

For Salaries,	\$31,760	
For Clerical services,	2,000	
For Printing and Stationery,	2,000	
For Legal expenses,	1,000	
For Incidental expenses,	2,000	
	<hr/>	38,760

Adjutant-General:

For Salaries, - - - -	\$11,600	
For Office expenses, including printing, travel on pension business and military enrollment, extra clerical labor, etc., -	4,600	\$16,200
	<hr/>	

Surgeon-General:

For Salary, \$1,000; Office expenses, \$100,	1,100
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Paymaster-General:

For Salary, \$1,200; Office expenses, \$100,	1,300
For Pay of Connecticut National Guard and Governor's Staff for Encampments of 1889 and 1890, - - -	\$74,600
For Pay of Connecticut National Guard for May Parades 1890 and 1891, -	11,000
For Sundry Payments on account of Military Enrollment, expense of Military Officers, etc., - - - -	4,500
For Contingent in excess of above, -	1,000
	<hr/>
	91,100
For Three Companies Infantry additional,	6,683
For Governor's Guards, - - -	12,704

QUARTERMASTER-GENERAL'S DEPARTMENT.

For Salaries, - - - -	\$6,000
For Care of Public Property, - - -	12,000
For Uniform Compensation, - - -	3,600
For Officers' Compensation, - - -	4,600
For Care of Arms, - - - -	2,500
For Freight and Express Charges, - -	1,100
For Targets, - - - -	250
For Rifle Ranges, - - - -	3,000
For Connecticut National Guard, - -	17,000

* *Niantic Camp Ground.*

For Flooring for Mess Houses,	\$2,500
For Fencing, - - - -	1,000
For Painting, - - - -	500
For Fertilizing, - - - -	500
	<hr/>
	\$4,500

State Armories.

For Care State Armory, Hart-					
ford, - - - -	\$4,000				
For Care State Armory, New					
Haven, - - - -	8,000				
For Care State Armory, New					
London, - - - -	4,000				
For Care State Armory, Bridge-					
port, - - - -	3,000				
For Care State Armory, Water-					
bury, - - - -	3,000				
For Care State Armory, New					
Britain, - - - -	3,000				
For Care State Armory, Nor-					
walk, - - - -	3,000				
	<hr/>			\$28,000	
For Armory Rents, - - - -				14,000	
For Ammunition, - - - -				2,000	
For Transportation, - - - -				12,000	
For Uniform Repairs, - - - -				500	
For Arsenal Repairs, - - - -				1,000	
For Office Expenses, - - - -				800	
For New Uniforms, - - - -				2,000	
For Contingent, - - - -				500	
				<hr/>	\$115,350
For Uniforms and Equipments for three addi-					
tional Companies, - - - -				8,500	
For Armories for same, - - - -				3,000	
				<hr/>	11,500
Bureau of Labor Statistics:					
For Salaries, - - - -				\$7,600	
For Office Expenses, - - - -				2,400	
For Special Agents, clerical services, etc.,				10,000	
				<hr/>	20,000
Connecticut State Board of Agriculture:					
For Annual Appropriation, - - - -				\$7,000	
For Agricultural Experiment Station, - - - -				16,000	
For Agricultural Societies, - - - -				15,000	
For Storrs Agricultural School, - - - -				16,000	
For New Buildings, etc., - - - -				40,000	
				<hr/>	94,000

Board of Fish Commissioners:

For Purchase of Trout, - - -	\$2,000	
For Artificial Propagation of Shad, - -	2,000	
For Pay and Expenses of Commissioners, and Contingent Expenses, - - -	2,000	
	<hr/>	\$6,000

Commissioners of Shell-Fisheries:

For Engineers' Expenses, - - -	\$3,000	
For Office Expenses, - - -	1,000	
For Clerical Services, - - -	2,800	
For Mud Dumping, - - -	1,000	
For Commissioners' Pay and Expenses, -	3,000	
	<hr/>	10,800

Dairy Commissioner:

For Salaries of Commissioner, - - -	\$3,000	
For Office and Commissioner's Expenses, and Clerk Hire, - - -	2,000	
For Official Assistance, and Expenses, -	2,400	
	<hr/>	7,400

Connecticut Hospital for the Insane:

For the Support of Pauper and Indigent Patients, - - - -		150,000
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Connecticut State Reform School:

For Repairs on Buildings, - - -	\$10,000	
For Provisions, Clothing, Bedding, School Books, Fuel, Gas, Water Rents, Sala- ries of Officers and Teachers, and all other Incidental Expenses of the Insti- tution, - - - -	117,000	
For the Library, - - - -	1,000	
	<hr/>	128,000

Connecticut Industrial School for Girls:

For Salaries and Wages, and other Expenses, - - - -	\$71,500	
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Connecticut State Prison:

For Deficit in Earnings of Prison, -	\$11,200	
For Proposed Increase of Salaries, -	3,224	
For Two Engineers, - - -	1,800	
For 200 Tons Coal, - - -	1,200	
	<hr/>	\$17,424

JUDICIAL EXPENSES.

HARTFORD COUNTY.

Clerk of Superior Court:

For Sheriff's Attendance and Disbursements, and other Expenses, - -	\$22,000	
For Balance of Jury Debentures, Civil and Criminal Courts, and Grand Juries, - - - - -	9,000	31,000
	<hr/>	

State's Attorney:

For Bills of Costs of Criminal Terms, -		30,000
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Clerk of the Court of Common Pleas:

For Jury Debenture, - - -	\$4,000	
For Sheriff's Attendance, etc., - -	3,700	7,700
	<hr/>	

NEW HAVEN COUNTY.

Clerk of the Superior Court:

For Jury Debenture, - - -	\$9,000	
For Sheriffs, and all other expenses, -	40,000	49,000
	<hr/>	

State's Attorney:

For Bills of Costs in Criminal Cases, -		66,000
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Clerk of the Court of Common Pleas:

For Sheriff's Attendance and other expenses, - - - - -	\$6,000	
For balance of Jury Debenture, - -	10,000	16,000
	<hr/>	

Clerk of the District Court of Waterbury:

For balance of Jury Debenture, - -	\$2,000	
For attendance of Sheriff and other expenses, - - - - -	6,000	8,000
	<hr/>	

NEW LONDON COUNTY.

Clerk of the Superior Court:

For balance of Jury Debenture and Stenographer and Coroner, - -	\$10,000	
For attendance of Sheriff and other expenses, - - - - -	20,000	30,000
	<hr/>	

State's Attorney:

For Bills of Costs in Criminal Cases,	-		\$20,000
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Clerk of the Court of Common Pleas:

For balance of Jury Debenture, attend-			
ance of Sheriff and other expenses,	-		8,000

FAIRFIELD COUNTY.

Clerk of the Superior Court:

For Jury Debenture,	. . . . .	\$7,500	
For attendance of Sheriff and other ex-			
penses,	-	34,000	
		<hr/>	41,500

State's Attorney:

For Bills of Costs in Criminal Cases,	-		60,000
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Clerk of the Court of Common Pleas:

For balance of Jury Debenture,	-	\$3,000	
For attendance of Sheriff and other ex-			
penses,	-	5,000	
		<hr/>	8,000

WINDHAM COUNTY.

Clerk of the Superior Court:

For balance of Jury Debenture,	-	\$3,800	
For attendance of Sheriff and other ex-			
penses,	-	6,100	
		<hr/>	9,900

State's Attorney:

For Bills of Costs in Criminal Cases,	-		14,000
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LITCHFIELD COUNTY.

Clerk of the Superior Court:

For balance of Jury Debenture bills,	-	\$4,000	
For amount of Sheriff's bills, etc.,	-	8,000	
		<hr/>	12,000

State's Attorney:

For Bills of Costs in Criminal Cases,	-		14,000
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Clerk of the Court of Common Pleas:

For balance of Jury Debenture,	-	\$2,000	
For attendance of Sheriff, etc.,	-	2,400	
		<hr/>	4,400

MIDDLESEX COUNTY.

Clerk of the Superior Court:

For balance of Jury Debenture, -	-	\$4,000	
For Sheriff and other officers, etc., -	-	10,000	
		<hr/>	14,000

State's Attorney:

For Bills of Costs in Criminal Cases, -	-		10,000
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TOLLAND COUNTY.

Clerk of the Superior Court:

For balance of Jury Debenture, -	-	\$3,500	
For Sheriff's Attendance, etc., -	-	7,000	
		<hr/>	10,500

State's Attorney:

For Bills of Costs in Criminal Cases, -	-		6,500
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COUNTY COMMISSIONERS.

For board of prisoners in county jail:

For Hartford County, -	-	-	\$48,800	
For New Haven County, -	-	-	67,000	
For New London County, -	-	-	18,500	
For Fairfield County, -	-	-	40,100	
For Windham County (not received, probably), -	-	-	7,000	
For Litchfield County, -	-	-	8,500	
For Middlesex County, -	-	-	7,000	
For Tolland County, -	-	-	3,500	
			<hr/>	191,900
				<hr/>
				\$2,989,396

INTEREST ON STATE BONDS.

Interest on \$2,000,000, 3½% bonds, -	-	\$140,000	
Interest on \$1,740,000, 3% bonds, -	-	104,400	
		<hr/>	244,400
			<hr/>
			\$3,233,796

RECEIPTS OF THE STATE TREASURY FOR THE FISCAL
YEAR ENDING JUNE 30, 1888.

From Commissioners of Pharmacy, - - - - -	\$1,218.00
“ Commissioners of Shell-Fisheries, - - - - -	8,401.61
“ Assessment on Account of Bank Commissioners' Salaries, etc., - - - - -	5,075.00
“ Assessment on Account of Railroad Commissioners', Salaries, etc., - - - - -	11,139.05
“ Fees from Executive Secretary, - - - - -	466.00
“ Fees from State Secretary, - - - - -	1,392.00
“ Miscellaneous Receipts, - - - - -	3,792.20
“ Receipts from Insurance Commissioners' - - - - -	19,182.63
“ Avails of Courts and Bonds, - - - - -	22,554.19
“ State Tax from Towns, - - - - -	698,355.22
“ Military Commutation Tax, - - - - -	103,045.00
“ Tax on Telegraph and Telephone Companies, - - - - -	7,114.50
“ Tax on Express Companies, - - - - -	9,094.45
“ Tax on Mutual Insurance Companies, - - - - -	230,074.87
“ Tax on Agents of Insurance Companies of other States, Tax on Mutual Life Insurance Companies of Massachu- setts on the value of policies issued by them and held by residents of Connecticut, - - - - -	23,929.32 1,144.54
“ Tax on Premiums of Insurance Companies of other States, - - - - -	899.59
“ Tax on Savings Banks, - - - - -	211,393.72
“ Tax on Railroads, - - - - -	567,571.99
“ Tax on Non-Resident Stock, - - - - -	74,672.02
“ Tax on Stock misreported to Town Assessors, - - - - -	5.25
“ Interest on Deposits, - - - - -	21,388.11
	<hr/> \$2,021,899.26

RECEIPTS OF THE STATE TREASURY FOR THE FISCAL
YEAR ENDING JUNE 30, 1888.

From Commissioners of Pharmacy, - - - - -	\$1,184.00
“ Commissioners of Shell-Fisheries, - - - - -	10,131.18
“ Assessment on Account of Railroad Commissioners’ Salaries, and Expenses, - - - - -	11,234.51
“ Assessment on Account of Bank Commissioners’ Salaries, - - - - -	4,683.50
“ Fees from Executive Secretary, - - - - -	319.50
“ Fees from State Secretary, - - - - -	1,392.10
“ Miscellaneous Receipts, account of, - - - - -	23,874.43
“ Receipts from Insurance Commissioner, - - - - -	18,545.98
“ Avails of Courts and Bonds, - - - - -	29,523.34
“ State Tax from Towns, - - - - -	437,157.23
“ Military Commutation Tax, - - - - -	109,055.40
“ Tax on Telegraph and Telephone Companies, - - - - -	7,185.93
“ Tax on Savings Banks, - - - - -	223,985.70
“ Tax on Mutual Life Insurance Companies of Massachusetts on value of policies held by residents of Connecticut, - - - - -	1,207.21
“ Tax on Non-Resident Stock, - - - - -	75,858.34
“ Tax on Mutual Insurance Companies, - - - - -	231,775.63
“ Tax on Stocks erroneously returned, - - - - -	5.50
“ Tax on Agents of Insurance Companies of other States, - - - - -	23,952.97
“ Tax on Premiums of Insurance Companies of other States, - - - - -	1,403.42
“ Tax on Express Companies, - - - - -	9,745.44
“ Tax on Rolling Stock Companies, - - - - -	298.20
“ Corporate Franchise Tax, - - - - -	12,700.00
“ Tax on Railroads, - - - - -	641,724.79
“ Interest on Deposits, - - - - -	25,326.42
“ State Bonds sold, - - - - -	1,000,000.00
“ Premium on State Bonds sold, - - - - -	29,100.00
“ Accrued Interest on State Bonds sold, - - - - -	5,703.08
	<hr/>
	\$2,937,073.80

1

Statement of Vote, NOVEMBER ELECTION, 1888.

Tabulated from Returns in the Office of the
Secretary of the State.



HARTFORD, CONN.:
PRESS OF WILEY, WATERMAN & EATON.
1889.

State of Connecticut.

OFFICE OF THE SECRETARY OF THE STATE,
HARTFORD, January 1, 1889.

I hereby certify that the following is a true transcript from the records in this office of the returns from the several towns in this State in relation to the election of 1888.

LEVERETT M. HUBBARD,

Secretary.

HARTFORD COUNTY.	Whole Number of Names on Registry List.	Whole Number Checked as having Voted.	Whole Number not Checked.	Number of Ballots found in each box, viz.:		Number of Ballots in each box not counted as in the wrong box, viz.:		Number of Ballots not counted for being double, viz.:		Number of Ballots Rejected for other causes.	
				General.	Representative.	General.	Representative.	General.	Representative.	General.	Representative.
Hartford,.....	12,082	11,419	663	11,365	11,327	8	2	13	1	1	1
Avon,.....	281	263	+22	263	258	.....	.....	.....	.....	.....	.....
Berlin,.....	641	587	54	586	581	.....	.....	.....	.....	.....	.....
Bloomfield,.....	377	366	11	366	360	1	2	.....	.....	.....	.....
Bristol,.....	1,730	1,600	130	1,600	1,594	7	.....	1	.....	.....	.....
Burlington,.....	300	270	30	270	264	.....	.....	.....	.....	.....	.....
Canton,.....	593	570	23	568	565	2	.....	.....	.....	.....	.....
East Granby,.....	207	201	6	200	201	.....	.....	.....	.....	.....	.....
East Hartford,.....	1,015	929	86	929	928	1	1	.....	.....	.....	1
East Windsor,.....	681	647	34	645	*	.....	.....	.....	.....	.....	.....
Enfield,.....	1,416	1,344	74	1,337	1,324	.....	.....	.....	.....	.....	.....
Farmington,.....	760	696	64	*	*	1	.....	.....	.....	.....	.....
Glastonbury,.....	963	924	39	925	926	.....	.....	.....	.....	.....	.....
Granby,.....	378	359	19	358	358	.....	.....	.....	.....	.....	.....
Hartland,.....	173	169	4	169	169	.....	.....	.....	.....	.....	.....
Manchester,.....	1,593	1,394	199	1,390	1,346	2	.....	2	.....	.....	1
Marlborough,.....	95	89	6	89	84	.....	.....	.....	.....	.....	.....
New Britain,.....	3,927	3,643	+273	*	*	.....	5	.....	.....	.....	.....
Newington,.....	211	204	7	204	204	.....	.....	.....	.....	.....	.....
Plainville,.....	514	497	17	497	491	1	.....	.....	1	.....	.....
Rocky Hill,.....	269	250	19	250	247	.....	2	.....	.....	.....	.....
Simsbury,.....	481	440	41	440	439	.....	.....	.....	.....	.....	.....
Southington,.....	1,492	1,357	135	1,358	1,357	.....	1	.....	.....	.....	.....
South Windsor,.....	454	412	42	413	396	.....	.....	.....	.....	.....	2
Suffield,.....	823	763	60	763	758	.....	.....	.....	.....	.....	.....
West Hartford,.....	446	407	39	407	401	.....	.....	.....	1	.....	.....
Wethersfield,.....	443	424	19	422	419	.....	.....	.....	1	.....	.....
Windsor,.....	741	699	42	697	693	.....	.....	.....	.....	.....	.....
Windsor Locks,.....	575	520	55	516	501	1	.....	.....	1	.....	.....
	33,661	31,443	2,213	27,027	26,191	24	13	14	4	4	5

* Not returned.

† Error in return.

NEW HAVEN COUNTY.	Whole Number of Names on Registry List.	Whole Number Checked as having Voted.	Whole Number not Checked.	Number of Ballots found in each box, viz.:		Number of Ballots in each box not counted as in the wrong box, viz.:		Number of Ballots not counted for being double, viz.:		Number of Ballots Rejected for other causes.	
				General.	Representative.	General.	Representative.	General.	Representative.	General.	Representative.
New Haven,.....	19,175	17,894	1,281	17,838	17,719	64	5	4	5	17	6
Beacon Falls,.....	81	80	1	80	75					1	
Bethany,.....	148	141	7	140	134						
Branford,.....	958	863	95	859	837						
Cheshire,.....	512	481	31	479	482			1			
Derby,.....	3,511	3,330	181	3,330	3,310	5			1	1	
East Haven,.....	242	231	11	230	225						
Guilford,.....	756	690	66	692	679	5			1		
Hamden,.....	944	747	197	747	733		6		1		1
Madison,.....	429	377	52	377	374						
Meriden,.....	5,209	4,983	226	4,989	4,928	12			1		
Middlebury,.....	135	129	6	128	122		1		1		
Milford,.....	944	868	76	871	875	1			1		
Naugatuck,.....	1,287	1,153	+ 124	1,166	1,153			4			6
North Branford,.....	240	221	19	220	216	1					1
North Haven,.....	432	395	37	395	388						2
Orange,.....	964	885	79	876	870	2		4	2		
Oxford,.....	242	228	14	228	222				1		
Prospect,.....	133	117	16	117	108						
Seymour,.....	732	711	21	708	696						
Southbury,.....	319	299	20	299	292	2					4
Wallingford,.....	1,407	1,282	125	1,279	1,266	5	1				
Waterbury,.....	6,427	5,931	496	5,931	5,903	18	11	2	2	1	
Wolcott,.....	119	108	11	108	104						
Woodbridge,.....	210	196	14	196	188	1	1				1
	45,556	42,340	3,206	42,283	41,539	116	26	15	16	20	21

+ Error in return.

NEW LONDON COUNTY.	Whole Number of Names on Registry List.	Whole Number Checked as having Voted.	Whole Number not Checked.	Number of Ballots found in each box, viz.:		Number of Ballots in each box not counted as in the wrong box, viz.:		Number of Ballots not counted for being double, viz.:		Number of Ballots Rejected for other causes.	
				General.	Representative.	General.	Representative.	General.	Representative.	General.	Representative.
New London,.....	2,906	2,632	274	2,640	2,609	10	3	2	1	.....	.....
Norwich,.....	4,843	4,477	366	4,477	4,427	14	.....	.....	.....	.....	.....
Bozrah,...	224	217	7	217	217	.....	.....	2	.....	.....	1
Colchester,.....	690	585	105	584	566	2	.....	.....	.....	.....	.....
East Lyme,.....	471	419	52	419	412	.....	.....	.....	.....	.....	.....
Franklin,.....	158	147	11	146	143	.....	.....	.....	.....	.....	.....
Griswold,.....	584	549	35	548	543	.....	.....	.....	.....	.....	1
Groton,	1,466	1,273	193	1,271	1,273	.....	.....	.....	.....	.....	.....
Lebanon,	433	399	34	399	393	2	1	.....	.....	.....	.....
Ledyard,	316	265	51	265	257	.....	2	.....	.....	.....	2
Lisbon,.....	151	146	5	151	139	.....	.....	.....	.....	.....	.....
Lyme,.....	277	249	28	248	236	.....	.....	.....	.....	.....	.....
Montville,.....	623	584	39	584	577	.....	.....	1	.....	.....	.....
North Stonington,	428	382	46	384	380	.....	.....	.....	.....	.....	.....
Old Lyme,....	308	268	40	268	253	.....	.....	.....	.....	.....	.....
Preston,.....	699	632	67	635	630	.....	.....	.....	.....	.....	1
Salem,.....	156	143	13	141	133	.....	.....	.....	.....	.....	.....
Sprague,.....	251	210	41	210	196	.....	.....	.....	2	.....	.....
Stonington,.....	1,938	1,570	368	1,570	1,556	.....	.....	.....	.....	.....	.....
Voluntown,.....	223	210	13	210	207	.....	.....	.....	.....	.....	.....
Waterford,.....	651	602	49	596	606	.....	.....	.....	.....	.....	.....
	17,796	15,959	1,837	15,963	15,753	28	6	5	3	.....	5

FAIRFIELD COUNTY.	Whole Number of Names on Registry List.	Whole Number Checked as having Voted.	Whole Number not Checked.	Number of Ballots found in each box, viz.:		Number of Ballots in each box not counted as being double, viz.:		Number of Ballots not counted for being double, viz.:		Number of Ballots Rejected for other causes.	
				General.	Representative.	General.	Representative.	General.	Representative.	General.	Representative.
Bridgeport,.....	9,931	9,187	744	9,176	9,119	19	3	5	1	.....	1
Danbury,.....	4,532	3,975	557	4,011	3,977	.....	12	.....	2	.....	8
Bethel,.....	816	755	61	755	752	3	.....	.....	.....	.....	.....
Brookfield,.....	261	248	13	248	240	.....	.....	.....	.....	.....	.....
Darien,.....	524	492	32	492	483	1	1	1	1	1	7
Easton,.....	263	241	22	241	238	.....	.....	.....	.....	.....	.....
Fairfield,.....	955	845	110	844	838	.....	.....	.....	.....	.....	.....
Greenwich,.....	2,014	1,815	199	1,825	1,804	11	1	.....	1	.....	1
Huntington,.....	860	807	53	807	805	.....	1	.....	.....	.....	.....
Monroe,.....	283	268	15	268	265	.....	.....	.....	.....	.....	.....
New Canaan,.....	656	613	43	613	613	.....	.....	.....	.....	.....	.....
New Fairfield,.....	184	168	16	168	167	.....	.....	.....	.....	.....	1
Newtown,.....	933	842	91	842	842	.....	.....	.....	.....	.....	.....
Norwalk,.....	4,040	3,666	374	3,666	3,653	6	5	2	1	3	.....
Redding,.....	353	331	22	330	326	1	2	1	.....	.....	.....
Ridgefield,.....	544	503	41	503	499	.....	.....	.....	1	.....	1
Sherman,.....	195	190	5	190	189	.....	.....	.....	.....	.....	1
Stamford,.....	3,355	3,086	*270	3,099	3,066	42	23	.....	.....	.....	.....
Stratford,.....	1,242	1,156	86	1,148	1,143	3	6	.....	.....	.....	.....
Trumbull,.....	362	339	23	337	336	.....	.....	.....	.....	.....	.....
Weston,.....	233	207	26	207	206	.....	.....	.....	.....	.....	.....
Westport,.....	922	789	133	789	787	.....	.....	3	.....	.....	.....
Wilton,	449	413	36	412	412	.....	.....	.....	4	.....	.....
	33,907	30,936	2,972	30,971	30,760	86	54	12	11	4	15

* Error in return.

WINDHAM COUNTY.	Whole Number of Names on Registry List.	Whole Number Checked as having Voted.	Whole Number not Checked.	Number of Ballots found in each box, viz.:		Number of Ballots in each box not counted as in the wrong box, viz.:		Number of Ballots not counted for being double, viz.:		Number of Ballots Rejected for other causes.	
				General.	Repre- sentative.	General.	Repre- sentative.	General.	Repre- sentative.	General.	Repre- sentative.
Brooklyn,	374	351	23	350	345	.....	.....	.....	.....	.....	.....
Ashford,	279	255	24	254	253	.....	.....	.....	.....	.....	.....
Canterbury,	304	273	31	273	272	1	.....	.....	.....	.....	.....
Chaplin,	154	147	7	147	145	.....	.....	.....	.....	.....	.....
Eastford,	190	177	13	177	171	.....	.....	.....	.....	.....	.....
Hampton,	185	158	27	158	145	.....	1	.....	.....	.....	.....
Killingly,	1,341	1,219	122	1,219	1,209	.....	.....	.....	.....	.....	.....
Plainfield,	776	736	40	736	735	1	.....	.....	.....	.....	.....
Pomfret,	316	272	44	272	271	.....	.....	.....	.....	.....	.....
Putnam,	1,133	999	134	995	990	4	.....	.....	.....	.....	.....
Scotland,	141	134	7	134	128	.....	.....	.....	1	.....	2
Sterling,	243	219	24	219	209	.....	.....	.....	.....	.....	.....
Thompson,	680	601	79	606	597	6	1	.....	1	.....	.....
Windham,	2,003	1,653	350	1,655	1,648	7	6	2	.....	.....	.....
Woodstock,	573	517	56	517	509	.....	.....	.....	1	.....	.....
	8,692	7,711	981	7,712	7,627	19	8	4	3	.....	5

MIDDLESEX COUNTY.	Whole Number of Names on Registry List.	Whole Number Checked as having Voted.	Whole Number not Checked.	Number of Ballots found in each box, viz.:		Number of Ballots in each box not counted as in the wrong box, viz.:		Number of Ballots not counted for being double, viz.:		Number of Ballots Rejected for other causes.	
				General.	Repre- sentative.	General.	Repre- sentative.	General.	Repre- sentative.	General.	Repre- sentative.
Middletown,.....	2,985	2,750	235	2,749	2,739	.....	.....	4	2	.....	.....
Haddam,.....	586	540	46	540	540	.....	.....	.....	.....	.....	.....
Chatham,.....	500	463	37	462	445	.....	.....	.....	.....	.....	.....
Chester,.....	332	313	19	313	307	.....	.....	.....	.....	.....	.....
Clinton,.....	400	367	33	367	354	.....	.....	.....	.....	.....	.....
Cromwell,.....	435	407	28	407	403	.....	.....	.....	1	.....	1
Durham,.....	237	224	13	224	224	1	.....	.....	.....	.....	.....
East Haddam,.....	713	615	98	612	612	.....	.....	.....	.....	.....	.....
Essex,.....	607	568	39	570	561	2	.....	.....	.....	.....	.....
Killingworth,....	203	180	23	180	169	.....	.....	.....	.....	.....	.....
Middlefield,.....	224	216	8	214	208	22	22	.....	.....	.....	.....
Old Saybrook,....	339	305	34	305	295	.....	.....	.....	.....	.....	.....
Portland,.....	883	768	115	768	761	.....	.....	.....	.....	.....	.....
Saybrook,.....	357	339	18	339	290	.....	.....	.....	.....	1	.....
Westbrook,.....	*	*	*	240	230	.....	.....	1	.....	.....	.....
	8,801	8,055	746	8,290	8,138	25	22	5	3	1	1

* Not returned.

TOLLAND COUNTY.	Whole Number of Names on Registry List.	Whole Number Checked as having Voted.	Whole Number not Checked.	Number of Ballots found in each box, viz.:		Number of Ballots in each box not counted as in the wrong box, viz.:		Number of Ballots not counted for being double, viz.:		Number of Ballots Rejected for other causes.	
				General.	Representative.	General.	Representative.	General.	Representative.	General.	Representative.
Tolland,	287	282	5	282	*	.....	.....	.....	.....	.....	.....
Andover,	124	117	7	117	114	.....	.....	.....	.....	.....	.....
Bolton,	133	125	8	125	124	.....	.....	.....	.....	.....	.....
Columbia,	198	185	13	184	181	.....	.....	.....	.....	.....	2
Coventry,	504	465	39	465	464	.....	.....	.....	.....	.....	.....
Ellington,	368	330	38	331	333	.....	.....	.....	.....	.....	.....
Hebron,	282	270	12	270	269	.....	.....	.....	.....	.....	.....
Mansfield,	493	431	62	437	433	.....	.....	.....	.....	.....	.....
Somers,	345	315	30	315	314	.....	.....	.....	.....	.....	.....
Stafford,	1,003	890	113	890	890	.....	4	.....	.....	.....	.....
Union,	129	124	5	124	124	.....	.....	.....	.....	.....	.....
Vernon,	1,783	1,659	124	1,659	1,654	.....	.....	1	1	.....	15
Willington,	236	214	22	214	210	.....	.....	.....	2	.....	.....
	5,885	5,407	478	5,413	5,110	2	4	1	3	.....	17

* Not returned.

SUMMARY OF COUNTIES.	Whole Number of Names on Registry List.	Whole Number Checked as having Voted.	Whole Number not Checked.	Number of Ballots found in each box, viz.:		Number of Ballots in each box not counted as in the wrong box, viz.:		Number of Ballots not counted for being double, viz.:		Number of Ballots Rejected for other causes.	
				General.	Representative.	General.	Representative.	General.	Representative.	General.	Representative.
Hartford,....	33,661	31,443	2,213	27,027	26,191	24	13	14	4	4	5
New Haven,.....	45,556	42,340	3,206	42,283	41,539	116	26	15	16	20	21
New London,.....	17,796	15,959	1,837	15,963	15,753	28	6	5	3	.....	5
Fairfield,....	33,907	30,936	2,972	30,971	30,760	86	54	12	11	4	15
Windham,	8,692	7,711	981	7,712	7,627	19	8	4	3	..	5
Litchfield,...	13,231	12,375	850	12,377	11,870	17	7	1	2	1	8
Middlesex,.....	8,801	8,055	746	8,280	8,138	25	22	5	3	1	1
Tolland,.....	5,885	5,407	478	5,413	5,110	2	4	1	3	....	17
Total,*,.....	167,529	154,226	13,283	150,026	146,988	317	140	57	45	30	77

* Allowance must be made in totals, for towns indicated by *, from which complete returns were not received, and for errors marked †.



State of Connecticut.

REPORT
OF THE
TREASURER

TO

HIS EXCELLENCY THE GOVERNOR,

NOVEMBER 1, 1888,

FOR THE

FISCAL YEAR ENDING JUNE 30, 1888.



HARTFORD, CONN. :

PRESS OF THE CASE, LOCKWOOD & BRAINARD COMPANY.

1888.



State of Connecticut.

REPORT.

STATE OF CONNECTICUT,
TREASURER'S OFFICE, HARTFORD, November 1, A. D. 1888.

To His Excellency,

PHINEAS C. LOUNSBURY,

Governor:

Sir, —

In compliance with the law of this State, I beg leave most respectfully to submit the following report of the business of this office for the fiscal year ending June 30, 1888.

CIVIL LIST ACCOUNT.

Balance of cash on hand July 1, 1887, -	-	-	\$490,570.60
Receipts of revenue during the year from usual sources, -	-	-	1,902,270.72
Receipts from sale of State Bonds:			
Principal of bonds, -	-	-	\$1,000,000.00
Premium on bonds, -	-	-	29,100.00
Accrued interest on bonds, -	-	-	5,703.08
			<u>\$1,034,803.08</u>
			<u><u>\$3,427,644.40</u></u>

Deduct payments as follows:

Civil List Orders, -	-	-	\$1,262,291.02
Registered Orders, -	-	-	272,423.80
Interest on State Bonds, -	-	-	139,500.00
State Bonds redeemed, -	-	-	990,000.00
Interest accrued on bonds redeemed, -	-	-	8,250.01
Interest on Agricultural College Fund in the Treasury, -	-	-	205.69

Interest on Town Deposit Fund in the Treasury, - - -	\$519.85	
Interest on principal of School Fund in the Treasury, - - -	570.27	
Interest on Revenue of School Fund, -	2,184.73	\$2,675,945.37
Balance to the credit of the Civil List July 1, 1888, -		<u>\$751,699.03</u>

GENERAL AND SPECIAL ACCOUNTS.

Balance to the credit of all accounts July 1, 1887, -	\$618,994.17	
Receipts from all sources during the year, - -	3,198,559.66	
		\$3,817,553.83
Deduct payments for all purposes, - - -	2,962,069.99	
Showing a balance to the credit of all accounts at the close of the fiscal year ending June 30, 1888, of		<u>\$855,483.84</u>

STATE DEBT.

The Funded Debt, less the Civil List Funds, June 30, 1887, was - - - - -	\$3,740,029.40	
The Funded Debt, less the Civil List Funds, June 30, 1888, was - - - - -	3,488,900.97	
Showing a reduction of the public debt during the fiscal year of - - - - -	\$251,128.43	

The amount of the Funded Debt June 30, 1888, was \$4,240,600.00.

STATE BONDS.

The canceled State Bonds now in the Treasury awaiting the action of the Finance Committee of the next General Assembly, are as follows:

Amount purchased during the year ending June 30, 1887, - -	\$40,000.00	
Amount purchased during the year ending June 30, 1888, - -	990,000.00	
Amount purchased since July 1, 1888, -	500,000.00	<u>\$1,530,000.00</u>

RECEIPTS FOR THE YEAR.

From the Insurance Commissioner, - - -	\$18,545.98
Avails of Courts and Bonds forfeited, - - -	29,523.34
State Tax from Towns, - - - - -	437,157.23
Military Commutation Tax, - - - - -	109,055.40
Tax on Savings Banks, - - - - -	223,985.70
Tax on Non-Resident Stock, - - - - -	75,858.34
Tax on Mutual Insurance Companies, - - -	231,775.63
Tax on Agents of Insurance Co.'s of other States, -	23,952.97
Corporate Franchise Tax, - - - - -	12,700.00
Tax on Railroads, - - - - -	641,724.79
Interests on deposits, - - - - -	25,326.42
Sundry and miscellaneous receipts, - - -	72,664.92
Sale of State Bonds, - - - - -	1,034,803.08
	<hr/>
	\$2,937,073.80

In accordance with a notice dated Hartford, June 20, 1887, calling in for redemption all bonds issued under authority of Acts of the General Assembly, approved March 15 and 21, A. D. 1877, all the five per cent. bonds of the State then outstanding, amounting to \$990,000, have been presented and paid.

Although not within the last fiscal year, still I feel it my duty to report certain business transactions that have occurred since June 30, 1888, and prior to November 1, 1888.

An act of the General Assembly, entitled An Act Authorizing the Redemption of State Bonds, approved May 18, 1887, authorized the Treasurer, at his option, to call in any or all of the bonds issued under the said act. Acting under this authority, I deemed it my duty to reduce the surplus in the Treasury, and have called in and redeemed \$500,000.00 of the bonds issued under said act.

In view of the fact that the General Assembly meets only once in two years, it seems to me not only to be proper but also to be my duty to call your Excellency's attention to several matters which have arisen in my department during the past two years, that you may, if you deem it advisable, report the same to the next General Assembly, for such action as may be deemed best.

TAXES DUE FROM TELEGRAPH COMPANIES.

Our statutes now require Telegraph Companies to pay taxes to the State upon the gross amount of receipts at each of their offices or places of business in this State.

These companies now decline to pay taxes upon the gross amount of such receipts, and claim that in several recent court decisions such State laws have been held to be repugnant to the Federal Constitution, in that they attempt to tax a business which is largely conducted between States and so is a tax on inter-State commerce, which is under the sole control of Congress.

These companies therefore have only paid this year a tax upon their receipts for business done wholly within this State, and I have accepted such tax on account, with an agreement on their part that such acceptance shall be without prejudice to the right of the State to collect any legal balance that may be due.

The Western Union Telegraph Company reported that its gross receipts for the year ending June 30, 1888, upon business done wholly within this State, amounted to \$35,757.10, but they inform me that the total receipts in the State were \$169,474.

The company has paid a tax of \$715.14. If a tax is due on the total receipts, it will amount to \$3,389.48.

By advice of my counsel, I have not commenced suit against these corporations, in order that the matter may be referred to the General Assembly.

TAXES ON INVESTMENT COMPANIES.

At the last session of the Legislature a corporation was chartered, with the following provision :

“The said corporation shall pay local taxes on any real estate owned by it which is situated within this State, and in addition thereto shall pay annually to the State a tax of one per cent. upon its paid-up capital and surplus in lieu of all taxes upon its franchise, stock, personal property, and debentures.”

This introduces a new element and a new principle into our tax system. If it is to be followed, it will be a source of great

embarrassment to this department, without additional legislation. There is now no provision, either in the charter of the company above referred to, or in the general statutes, fixing a time for the payment of said taxes, or providing for any returns or other means by which the Treasurer of the State, whose duty it is to collect such tax, can know or ascertain the amount of the tax so due.

BOARD OF EQUALIZATION.

As one of the Board of Equalization, I desire to call your attention to the fact that the board has no power in many cases to obtain the necessary information to enable the board to equalize and adjust the assessment lists of the different towns, as required by law.

Several town clerks neglected the past year to transmit within the time prescribed by the statute, abstracts of the tax lists of their respective towns, as required by law, and we were unable to obtain them in time for action by the board. We had no power to compel the proper officers to transmit the lists. The statute only provides for a penalty of \$15 against the town clerk for his neglect, in case he refuses or neglects to comply with the law.

I have during the year learned that in one or more towns of this State, the officials omitted or struck from the last assessment lists of such towns, western farm mortgage loans. This can be done without the knowledge of the Board of Equalization, and so the errors or omissions go uncorrected. Legislation only can prevent this.

The Treasurer is directed by statute only, "to superintend the *collection* of the State taxes, and the Board of Equalization are only directed to equalize and adjust the assessment lists of each town. No power is given to add any property to the list of any town where property has been omitted. Only the valuations of the property contained in the lists can be equalized by the board.

TOWNSEND SAVINGS BANK.

Under the provisions of the statute, approved April 15, 1885, there was paid into the Treasury on the 28th day of November,

1887, by the Receivers of the Townsend Savings Bank the sum of \$5,952.31, with a list of 2,261 persons severally found by them entitled thereto. The statute says that this money "shall remain in the treasury of the State subject to the call of the persons severally entitled to the same."

In the above mentioned list there are the names of 2,156 persons who are severally entitled to sums of less than ten dollars.

In many cases the depositors are dead, and letters of administration have never been taken out on their estates. The heirs are poor and the expense of taking out letters of administration would absorb the entire fund to which they are entitled.

The result is that the parties entitled thereto are deprived of the money, and at the same time the State should not retain it. This can only be obviated by a law giving the State Treasurer authority to pay out these funds to the party or parties whom he may be satisfied are equitably entitled thereto, provided the deposit book is presented and surrendered to the Treasurer.

DEPOSITS OF INSURANCE COMPANIES.

The Continental Life Insurance Company deposited with my predecessors in office securities amounting in value to over \$100,000, in trust for the policy-holders of said company. The company has been dissolved, its charter annulled, and receivers appointed by the Superior Court are settling its affairs.

In a case between said receivers and myself, as trustee by succession, the Supreme Court of this State has recently decided that I cannot turn over said securities to the receivers as part of the assets of said estate, but that I must marshal said securities and distribute said funds directly to the policy-holders of said company under orders of a court of chancery; and I have already brought a suit for that purpose.

The statute under which said deposits are made, is shown in such decision to be incomplete and defective, and it shows the necessity of a law providing that in the case of insolvency of any insurance company, after having made such a deposit with the State Treasurer, the Superior Court, in any proceedings duly brought for the appointment of receivers of said company under

the provisions of the statute, may, after due hearing, order the Treasurer to surrender said securities so held by him to said receivers for the benefit of the policy-holders of said company.

The Continental Life Insurance Company some years ago deposited with the State Treasurer, in trust for its policy-holders, a mortgage and note, but did not assign either, consequently no record was made of the transfer upon the records of the town where the property was situated. Subsequently, without the knowledge of the State Treasurer, the company released by quit-claim deed a portion of the mortgaged property. Fortunately, the remaining part is sufficient to secure payment of the indebtedness; but such a thing should not be possible. It can only, in my opinion, be prevented by a law providing that the legal title to all securities so deposited with the State Treasurer shall be transferred to him as trustee. I have endeavored to obtain such transfers during my term of office, but my right to do so has in some cases been questioned.

INSURANCE.

I have had trouble in collecting insurance moneys paid for losses upon property mortgaged to the State Treasurer as trustee under some statutory provision. The law as it stands to-day does not require or provide for insurance upon such property for the benefit of such trustee.

STATE MONEYS.

The recent failure of a national bank in this State with which was deposited some of the State funds, called my attention to the power and right of the Treasurer to make such deposits. There is no statute which provides for or permits such deposits. The practice, however, has been for years to make such deposits, and interest allowed thereon has been regularly paid over to the State. In a recent case in Pennsylvania the supreme court of that State held that the State Treasurer was liable to the State for moneys which he had deposited in a bank, under statutes even more favorable than ours, and which moneys were thereby lost, though without fault on his part. I think my successors in this

office are entitled to proper legislation protecting them in such cases.

TRUST FUNDS.

The Bridgeport Steamboat Company, under authority of a resolution of the General Assembly, passed at its May session, 1868, made a mortgage of its steamboats and certain other property to the Treasurer of the State in trust for the holders of certain bonds issued by it. These bonds mature January 1, 1889. There has been paid over to me as such trustee by succession, certain insurance moneys collected by said steamboat company for losses upon its steamboats, as follows: August, 1887, I received \$20,213.27; October, 1888, \$1,088.54; November, 1888, \$142.29. These amounts I hold in trust for said bondholders.

I annex hereto the tables and statements of accounts for the fiscal year ending June 30, 1888.

Respectfully submitted,

ALEXANDER WARNER,

Treasurer.

STATEMENT OF THE FUNDED DEBT OF THE STATE OF CONNECTICUT, JUNE 30, 1888.

AUTHORIZING ACTS.	Principal Payable in Hartford.	Interest Payable Semi-Annually.	Amount Issued.	Amount Outstanding.
July 14 and 21, 1865. March 19, 1882. April 4, 1883. March 10, April 22 and 23, 1885. May 18, 1887.	October 1, 1885. ^a January 1, 1903. ^a January 1, 1903. ^a October 1, 1910. ^a May 1, 1897. ^a	Interest Ceased. January and July. January and July. April and October. May and November. ^b	\$2,000,000 500,000 1,000,000 1,740,000 1,000,000	\$600 500,000 1,000,000 1,740,000 1,000,000
				\$4,240,600

STATEMENT OF THE FUNDED DEBT OF THE STATE OF CONNECTICUT, OCTOBER 31, 1888.

AUTHORIZING ACTS.	Principal Payable in Hartford.	Interest Payable Semi-Annually.	Amount Issued.	Amount Outstanding.
July 14 and 21, 1865. March 19, 1882. April 4, 1883. March 10, April 22 and 23, 1885. May 18, 1887.	October 1, 1885. ^a January 1, 1903. ^a January 1, 1903. ^a October 1, 1910. ^a November 1, 1897. ^a	Interest Ceased. January and July. January and July. April and October. May and November. ^b	\$2,000,000 500,000 1,000,000 1,740,000 1,000,000	\$600 500,000 1,000,000 1,740,000 500,000
				\$3,740,600

^a Not taxable.^b Redeemable at the option of the Treasurer.

GENERAL REVENUE.

TAXES FROM TOWNS PAYABLE NOVEMBER 10, 1887.

HARTFORD COUNTY.

TOWNS.	Grand List of October, 1886.	Tax of 1¼ mills on the dollar.	MILITARY COMMUTATION.		Total.
			Number of persons.	Tax received.	
HARTFORD,....	\$47,825.068	\$59,781.34	5,114	\$9,205.20	\$68,986.54
Avon,.....	466,977	583.72	66	118.80	702.52
Berlin,.....	1,088,796	1,361.00	248	446.40	1,807.40
Bloomfield,....	752,212	940.27	150	270.00	1,210.27
Bristol,.....	2,316,363	2,895.45	631	1,136.00	4,031.45
Burlington,....	361,349	451.69	121	222.00	673.69
Canton,.....	1,130,610	1,413.26	204	382.00	1,795.26
East Granby,..	488,163	610.20	55	99.00	709.20
East Hartford,.	1,703,040	2,128.80	330	594.00	2,722.80
East Windsor,.	1,137,694	1,422.12	238	428.40	1,850.52
Enfield,.....	2,628,043	3,285.05	572	1,072.00	4,357.05
Farmington,...	1,841,853	2,302.32	252	453.60	2,755.92
Glastonbury, ..	1,110,227	1,387.78	351	631.80	2,019.58
Granby,.....	456,782	570.98	164	328.00	898.98
Hartland,.....	206,302	257.88	73	132.00	389.88
Manchester, ...	2,836,164	3,545.21	591	1,082.00	4,627.21
Marlborough,...	138,123	172.65	34	61.20	233.85
New Britain,...	6,960,409	8,700.51	1,273	2,291.40	10,991.91
Rocky Hill,...	365,995	457.49	81	154.00	611.49
Simsbury,.....	1,226,878	1,533.60	187	336.60	1,870.20
Southington, ..	2,225,074	2,781.34	525	945.00	3,726.34
South Windsor,	1,366,105	1,707.63	199	360.00	2,067.63
Suffield,.....	1,832,380	2,290.48	246	442.80	2,733.28
West Hartford,	2,486,563	3,108.20	147	266.00	3,374.20
Wethersfield,...	1,218,482	1,523.10	113	203.40	1,726.50
Windsor,.....	1,419,048	1,773.81	232	507.60	2,281.41
Windsor Locks,	710,870	888.59	260	482.00	1,370.59
Newington, ...	523,938	654.92	66	119.00	773.92
Plainville,.....	647,086	808.86	170	306.00	1,114.86
	\$87,470,594	\$109,338.25	12,743	\$23,076.20	\$132,414.45

GENERAL REVENUE — (CONTINUED).

TAXES FROM TOWNS PAYABLE NOVEMBER 10, 1887.

NEW HAVEN AND NEW LONDON COUNTIES.

TOWNS.	Grand List of October, 1886.	Tax of $1\frac{1}{4}$ mills on the dollar.	MILITARY COMMUTATION.		Total.
			Number of persons.	Tax received.	
NEW HAVEN,...	\$50,038,999	\$62,548.75	8,050	\$14,490.00	\$77,038.75
Branford,	1,562,122	1,952.65	352	634.00	2,586.65
Bethany,	285,089	356.36	49	88.20	444.56
Cheshire,	1,161,421	1,451.78	180	324.00	1,775.78
Derby,	4,482,040	5,602.55	1,482	2,667.60	8,270.15
East Haven,	554,021	692.53	56	100.80	793.33
Guilford,	1,399,330	1,749.16	219	396.00	2,145.16
Hamden,	1,675,430	2,094.29	352	633.60	2,727.89
Madison,	741,926	927.41	122	224.00	1,151.41
Meriden,	10,144,956	12,681.20	2,182	3,927.60	16,608.80
Middlebury,	253,989	317.49	56	100.80	418.29
Milford,	1,181,829	1,477.28	305	549.00	2,026.28
Naugatuck,	1,730,682	2,163.35	542	978.00	3,141.35
North Branford,	472,251	590.31	96	182.00	772.31
North Haven, ...	743,797	929.75	182	332.00	1,261.75
Orange,	2,471,941	3,089.93	296	532.80	3,622.73
Oxford,	362,277	452.85	69	124.20	577.05
Prospect,	158,775	198.47	45	81.00	279.47
Seymour,	1,184,663	1,480.83	196	352.80	1,833.63
Southbury,	617,641	772.05	117	210.60	982.65
Wallingford, ...	2,512,804	3,141.00	451	811.80	3,952.80
Waterbury,	9,568,084	11,960.10	1,959	3,527.00	15,487.10
Woodbridge, ...	400,474	500.59	90	162.00	662.59
Wolcott,	217,064	271.33	53	96.00	367.33
Beacon Falls, ...	275,385	344.23	58	106.00	450.23
	\$94,196,990	\$117,746.24	17,559	\$31,631.80	\$149,378.04
NEW LONDON,...	\$7,517,310	\$9,396.64	959	\$1,726.20	\$11,122.84
Norwich,	12,960,527	16,200.66	1,329	2,392.20	18,592.86
Bozrah,	473,347	591.68	67	120.60	712.28
Colchester,	1,211,888	1,514.86	279	502.20	2,017.06
East Lyme,	659,694	824.62	122	219.60	1,044.22
Franklin,	293,930	367.41	45	81.00	448.41
Griswold,	1,321,169	1,651.46	261	472.00	2,123.46
Groton,	1,859,753	2,324.69	456	820.80	3,145.49
Lebanon,	972,428	1,215.54	178	320.40	1,535.94
Ledyard,	486,879	608.60	119	216.00	824.60
Lisbon,	224,087	280.11	58	104.40	384.51
Lyme,	282,298	352.87	96	172.80	525.67
Montville,	1,025,689	1,282.11	291	524.00	1,806.11
No. Stonington,	690,875	863.59	177	318.60	1,182.19
Old Lyme,	459,296	574.12	120	216.00	790.12
Preston,	868,368	1,085.46	230	414.00	1,499.46
Salem,	191,198	239.00	68	122.40	361.40
Sprague,	1,158,451	1,448.06	114	205.20	1,653.26
Stonington,	5,113,223	6,391.53	632	1,208.00	7,599.53
Waterford,	1,059,740	1,324.68	221	398.00	1,722.68
Voluntown,	227,551	284.44	75	136.00	420.44
	\$39,057,701	\$48,822.13	5,897	\$10,690.40	\$59,512.53

GENERAL REVENUE—(CONTINUED).

TAXES FROM TOWNS PAYABLE NOVEMBER 10, 1887.

FAIRFIELD AND WINDHAM COUNTIES.

TOWNS.	Grand List of October, 1886.	Tax of $1\frac{1}{4}$ mills on the dollar.	MILITARY COMMUTATION.		Total.
			Number of persons.	Tax received.	
BRIDGEPORT,.....	\$15,600,051	\$19,500.06	4,124	\$7,423.20	\$26,923.26
Danbury,.....	6,755,806	8,444.76	1,071	1,927.80	10,372.56
Bethel,.....	973,825	1,217.28	292	526.00	1,743.28
Brookfield,.....	576,942	721.18	100	180.00	901.18
Darien,	1,666,676	2,083.35	169	304.20	2,387.55
Easton,.....	418,989	523.74	100	180.00	703.74
Fairfield,.....	2,232,078	2,790.10	290	522.00	3,312.10
Greenwich,.....	4,270,807	5,338.51	724	1,303.20	6,641.71
Huntington,.....	1,384,315	1,730.39	331	595.80	2,326.19
Monroe,.....	494,219	617.77	93	167.40	785.17
New Canaan,.....	1,235,657	1,544.57	184	331.20	1,875.77
New Fairfield,.....	388,145	485.18	51	92.00	577.18
Newtown,	1,624,020	2,030.02	255	459.00	2,489.02
Norwalk,	5,568,978	6,961.22	1,165	2,097.00	9,058.22
Redding,	721,463	901.83	110	198.00	1,099.83
Ridgefield,.....	1,153,676	1,442.10	178	320.40	1,762.50
Stamford,.....	8,132,493	10,165.62	962	1,731.60	11,897.22
Sherman,	357,063	446.33	72	130.00	576.33
Stratford,.....	1,625,718	2,032.15	264	476.00	2,508.15
Trumbull,	623,817	779.77	113	203.40	983.17
Weston.....	387,968	484.96	73	132.00	616.96
Westport,.....	2,127,444	2,659.30	267	480.60	3,139.90
Wilton,.....	690,540	863.18	134	242.00	1,105.18
	\$59,010,690	\$73,763.37	11,122	\$20,022.80	\$93,786.17
BROOKLYN,	\$1,451,404	\$1,814.26	96	\$172.80	\$1,987.06
Ashford,.....	275,534	344.42	108	196.00	540.42
Canterbury,.....	482,166	602.71	103	190.00	792.71
Chaplin,.....	204,730	255.91	43	78.00	333.91
Eastford,.....	203,127	253.91	68	130.00	333.91
Hampton,.....	339,104	423.88	77	139.00	562.88
Killingly,.....	2,144,153	2,680.19	479	862.20	3,542.39
Plainfield,.....	1,735,640	2,169.55	287	516.60	2,686.15
Pomfret,.....	801,711	1,002.14	117	210.60	1,212.74
Putnam,	1,995,008	2,493.76	279	502.20	2,995.96
Scotland,	267,423	334.28	43	84.00	418.28
Sterling,.....	259,263	324.08	86	154.80	478.88
Thompson,.....	1,713,420	2,141.77	287	574.00	2,715.77
Windham,.....	4,146,127	5,182.66	604	1,087.20	6,269.86
Woodstock,.....	943,536	1,179.42	184	332.00	1,511.42
	\$16,962,346	\$21,202.94	2,861	\$5,229.40	\$26,432.34

GENERAL REVENUE — (CONTINUED).

TAXES FROM TOWNS PAYABLE NOVEMBER 10, 1887.

LITCHFIELD AND MIDDLESEX COUNTIES.

TOWNS.	Grand List of October, 1886.	Tax of $1\frac{1}{4}$ mills on the dollar.	MILITARY COMMUTATION.		Total.
			Number of persons.	Tax received.	
LITCHFIELD,.....	\$2,019,443	\$2,524.30	324	\$592.00	\$3,116.30
Barkhamsted,....	409,330	511.66	82	147.60	659.26
Bethlehem,.....	426,109	532.64	60	108.00	640.64
Bridgewater,.....	400,777	500.97	74	134.00	634.97
Canaan,.....	490,553	613.19	123	221.40	834.59
Colebrook,.....	396,857	496.07	95	174.00	670.07
Cornwall,.....	643,623	804.53	137	248.00	1,052.53
Goshen,.....	691,354	864.19	94	180.00	1,044.19
Harwinton,.....	437,429	546.78	74	136.00	682.78
Kent,.....	482,351	602.94	126	226.80	829.74
Morris,.....	357,325	446.66	65	117.00	563.66
New Hartford,...	1,061,200	1,326.50	241	433.80	1,760.30
New Milford,....	2,020,021	2,525.03	338	608.40	3,133.43
Norfolk,.....	840,338	1,050.42	130	250.00	1,300.42
North Canaan,...	702,538	878.17	126	226.80	1,104.97
Plymouth,.....	963,952	1,204.94	280	516.00	1,720.94
Roxbury,.....	428,477	535.60	90	162.00	697.60
Salisbury,.....	1,855,518	2,319.40	233	438.00	2,757.40
Sharon,.....	1,266,412	1,583.02	206	370.80	1,953.82
Torrington,.....	1,707,601	2,134.50	444	824.00	2,958.50
Warren,.....	229,564	286.96	50	90.00	376.96
Washington,.....	981,334	1,226.67	163	293.40	1,520.07
Watertown,.....	1,420,443	1,775.55	184	332.00	2,107.55
Winchester,.....	2,919,637	3,649.55	474	856.00	4,505.55
Woodbury,.....	1,011,859	1,264.82	187	374.00	1,638.82
Thomaston,.....	1,579,003	1,973.75	254	457.20	2,430.95
	\$25,743,048	\$32,178.81	4,654	\$8,517.20	\$40,696.01
MIDDLETOWN,....	\$8,250,642	\$10,313.30	1,064	\$1,915.20	\$12,228.50
Haddam,.....	661,009	826.26	169	304.20	1,130.46
Chatham,.....	652,437	815.55	211	382.00	1,197.55
Chester,.....	465,204	581.51	130	234.00	815.51
Clinton,.....	640,168	800.21	129	234.00	1,034.21
Cromwell,.....	786,882	983.60	124	223.20	1,206.80
Durham,.....	477,267	596.58	78	144.00	740.58
East Haddam,....	1,265,064	1,581.33	350	630.00	2,211.33
Essex,.....	936,885	1,171.11	231	415.80	1,586.91
Killingworth,....	224,025	280.03	74	146.00	426.03
Old Saybrook, ..	1,075,282	1,344.10	97	174.60	1,518.70
Portland,.....	1,856,971	2,321.21	186	334.80	2,656.01
Saybrook,.....	662,123	827.65	142	274.00	1,101.65
Westbrook,.....	493,221	616.53	76	138.00	754.53
Middlefield,.....	538,202	672.75	112	201.60	874.35
	\$18,985,382	\$23,731.72	3,173	\$5,751.40	29,483.12

GENERAL REVENUE—(CONTINUED).

TAXES FROM TOWNS PAYABLE NOVEMBER 10, 1887.

TOLLAND COUNTY.

TOWNS.	Grand List of October, 1886.	Tax of $1\frac{1}{4}$ mills on the dollar.	MILITARY COMMUTATION.		Total.
			Number of persons.	Tax received.	
TOLLAND,	\$335,849	\$419.81	65	\$117.00	\$536.81
Andover,	209,190	261.49	43	78.00	339.49
Bolton,	178,931	223.66	43	77.40	301.06
Coventry,	637,679	797.10	174	313.20	1,110.30
Columbia,	262,395	327.99	75	135.00	462.99
Ellington,	734,401	918.00	100	180.00	1,098.00
Hebron,	459,659	574.57	97	174.60	749.17
Mansfield,	566,971	708.71	175	326.00	1,034.71
Somers,	601,958	752.45	143	257.40	1,009.85
Stafford,	1,125,238	1,406.55	383	696.00	2,102.55
Union,	146,526	183.16	60	108.00	291.16
Vernon,	2,807,944	3,509.93	832	1,497.60	5,007.53
Willington,	232,281	290.35	97	176.00	466.35
	\$8,299,022	\$10,373.77	2,287	\$4,136.20	\$14,509.97

RECAPITULATION.

COUNTIES.	Grand List of October, 1886.	Tax of $1\frac{1}{4}$ mills on the dollar.	MILITARY COMMUTATION.		Total.
			Number of persons.	Tax received.	
HARTFORD,	\$87,470,594	\$109,338.25	12,743	\$23,076.20	\$132,414.45
New Haven,	94,196,990	117,746.24	17,559	31,631.80	149,378.04
New London, ..	39,057,701	48,822.13	5,897	10,690.40	59,512.53
Fairfield,	59,010,690	73,763.37	11,122	20,022.80	93,786.17
Windham,	16,962,346	21,202.94	2,861	5,229.40	26,432.34
Litchfield,	25,743,048	32,178.81	4,654	8,517.20	40,696.01
Middlesex,	18,985,382	23,731.72	3,173	5,751.40	29,483.12
Tolland,	8,299,022	10,373.77	2,287	4,136.20	14,509.97
	\$349,725,773	\$437,157.23	60,296	\$109,055.40	\$546,212.63

TAX ON NON-RESIDENT STOCK.

NAME OF CORPORATION.	Location.	Number of shares.	Market value of each share.	Tax of one per cent.
Ætna Life Insurance Co.,.....	Hartford,	967	\$170.00	\$1,643.90
Connecticut General Life Ins. Co.,	"	304	115.00	349.60
Continental Life Insurance Co.,...	"	422	5.00	21.10
Hartford Life & Annuity Ins. Co.,	"	112	127.00	142.24
Phoenix Mutual Life Ins. Co.,.....	"	231	125.00	288.75
The Travelers Insurance Co.,.....	"	1,163	290.00	3,372.70
Ætna Insurance Co.,.....	"	13,186	225.00	29,668.50
Connecticut Fire Insurance Co.,...	"	2,199	105.00	2,308.95
Hartford Fire Insurance Co.,.....	"	5,709	255.00	14,557.95
H't'd Steam Boiler Insp. & Ins. Co.,	"	2,215	75.00	1,661.25
Meriden Fire Insurance Co.,.....	Meriden,	162	55.00	89.10
National Fire Insurance Co.,.....	Hartford,	2,298	116.00	2,665.68
Orient Fire Insurance Co.,.....	"	2,250	67.00	1,507.50
Phoenix Insurance Co.,.....	"	6,854	165.00	11,309.10
Peoples Fire Insurance Co.,.....	Middletown,	110	60.00	66.00
Security Insurance Co.,.....	New Haven,	827	50.00	413.50
City Bank,.....	Hartford,	284	90.00	255.60
Conn. Trust and Safe Deposit Co.,	"	123	130.00	159.90
Equitable Trust Co.,.....	New London,	12,654	15.00	1,898.10
Hartford Trust Co.,.....	Hartford,	320	110.00	352.00
Middlesex Banking Co.,.....	Middletown,	1,647	100.00	1,647.00
Saybrook Bank of Essex,.....	Essex,	67	45.00	30.15
Security Company,.....	Hartford,	96	120.00	115.20
State Bank,.....	"	624	95.00	592.80
Thames Loan and Trust Co.,.....	Norwich,	95	60.00	57.00
Thompsonville Trust Co.,.....	Thomp'ville,	187	25.00	46.75
The Union Bank,.....	New London,	351	100.00	351.00
The Union Trust Co.,.....	New Haven,	110	80.00	88.00
Hartford Bridge Co.,.....	Hartford,	93½	170.00	158.67
Norwalk Fire Insurance Co.,.....	Norwalk,	71	25.00	17.75
Ætna Life Insurance Co.,.....	Hartford,	8	170.00	13.60
Ætna Insurance Co.,.....	"	4	225.00	9.00
				\$75,858.34

TAX ON STOCK ERRONEOUSLY RETURNED TO TOWN ASSESSORS.

First National Bank of Litchfield, Returned to Assessors of Washington,
5 Shares @ \$110. Tax \$5.50.

TAX ON SAVINGS BANKS.

NAME OF BANK.	Deposits Taxable January 1, 1888.	January Tax, 1888.	July Tax on Deposits reported January, 1887.
Berlin Savings Bank,.....	\$128,555.68	\$160.69	\$155.49
Bridgeport "	2,862,543.18	3,578.18	3,515.94
Bristol "	965,188.39	1,206.49	1,071.80
Brooklyn "	556,335.81	695.42	649.36
Canaan "	71,754.03	89.69	82.59
Chelsea " Norwich,....	3,507,040.91	4,383.80	4,161.19
Chester "	92,465.55	115.58	106.56
Citizens " Stamford,...	1,143,219.79	1,429.03	1,329.92
City " Bridgeport,..	2,415,097.33	3,018.87	2,786.36
City " Meriden,....	582,037.71	727.55	676.25
Colchester "	169,757.76	212.20	223.92
Collinsville Savings Society,.....	311,355.63	389.19	355.36
Connecticut Sav. Bank, New Haven,	3,857,921.97	4,822.40	4,480.74
Cromwell Dime Savings Bank,.....	50,733.27	63.42	74.80
Deep River Savings Bank,.....	681,903.61	852.38	774.83
Derby Savings Bank,.....	1,407,284.18	1,759.11	1,668.12
Dime " Hartford,....	342,657.76	428.32	358.31
Dime " Norwich,....	1,096,197.87	1,370.25	1,319.50
Dime " Thompson,..	367,981.32	459.97	453.99
Dime " Wallingford,	156,505.46	195.63	182.35
Dime " Waterbury,..	1,420,638.56	1,775.80	1,667.40
Dime " Willimantic,..	563,768.10	707.21	702.52
Essex "	492,120.12	615.15	603.10
Fairfield Co. " Norwalk,....	313,613.87	392.02	433.38
Falls Village "	427,320.24	534.15	500.59
Farm. & Mch. " Middletown,.	1,116,409.08	1,395.51	1,324.27
Farmington "	1,883,406.52	2,360.51	2,283.57
Freestone " Portland,....	228,305.52	285.38	235.01
Greenwich "	127,453.84	159.32	148.75
Groton " Mystic River,	512,499.00	640.62	617.76
Guilford "	90,917.74	113.64	117.82
Jewett City "	541,731.76	677.17	641.10
Litchfield Savings Society,.....	723,209.87	910.26	886.84
Mariners Sav. Bank, New London,	1,345,052.30	1,681.32	1,613.66
Mechanics " Hartford,....	1,583,079.51	1,978.85	1,858.02
Mechanics " Winsted,....	571,300.45	714.13	670.76
Mch. & Farm. " Bridgeport,..	629,935.54	787.42	669.85
Meriden "	1,762,106.65	2,202.63	2,053.75
Middletown "	4,644,450.00	5,805.56	5,738.88
Milford "	148,731.96	185.90	144.97
Moodus "	145,001.52	181.25	161.77
National " New Haven,.	751,597.90	939.50	832.68
Naugatuck "	268,622.26	335.77	287.92
Amount forward,.....	\$41,069,809.52	\$51,337.24	\$48,671.75

TAX ON SAVINGS BANKS — (CONTINUED).

NAME OF BANK.	Deposits Taxable January 1, 1888.	January Tax, 1888.	July Tax on Deposits reported January, 1887.
Amount brought forward,.....	\$41,069,809.52	\$51,337.24	\$48,671.75
New Haven Savings Bank,.....	5,491,028.96	6,863.79	6,278.89
New Milford "	649,298.73	811.62	759.87
Newtown "	360,341.27	450.42	399.78
Norfolk "	98,885.65	123.60	120.93
Norwalk Savings Society,.....	1,717,530.24	2,146.91	2,056.29
Norwich "	7,952,719.12	9,940.90	9,702.58
Peoples Savings Bank, Bridgeport, ..	1,748,883.67	2,186.11	2,017.96
Peoples " Rockville,...	258,233.36	322.79	301.66
Putnam "	918,303.65	1,147.88	1,049.56
Ridgefield "	80,268.05	100.34	67.75
Salisbury Savings Society, Lakeville,	403,843.46	504.80	487.30
Savings Bank of Ansonia,.....	798,602.02	998.25	930.53
" " Danbury,.....	1,801,038.89	2,251.30	2,114.42
" " New Britain,.....	1,615,241.77	2,019.05	1,845.52
" " New London,.....	3,158,102.11	3,947.63	3,874.19
" " Rockville,.....	836,301.51	1,045.37	986.42
" " Stafford Springs, ..	320,485.19	400.61	366.24
" " Tolland,	56,551.22	70.69	46.90
Society for Savings, Hartford,....	10,344,614.04	12,930.77	12,123.08
Southington Sav. Bank,.....	508,145.32	635.18	573.11
Southport "	449,018.80	561.28	542.47
South Norwalk "	403,397.94	504.25	442.34
Stafford "	364,447.41	455.56	562.48
Stamford "	1,926,028.19	2,407.53	2,231.62
State " Hartford,....	1,970,901.01	2,463.62	2,302.16
Stonington "	490,661.45	613.32	615.91
Suffield "	61,800.76	77.25	87.58
Thomaston "	264,538.24	330.67	313.24
Torrington "	315,082.58	393.86	367.78
Union " Danbury,....	775,701.95	969.63	866.92
Waterbury "	2,424,603.58	3,030.75	2,966.02
Westport "	37,490.56	46.87	49.75
Willimantic Savings Institute,.....	764,390.45	955.49	915.75
Windham Co. Sav. B'k, Dan'lsonv'e,	410,681.14	513.35	543.71
Windsor Locks "	31,340.98	39.18	40.92
Winsted "	969,765.34	1,212.21	1,201.93
Woodbury "	63,209.65	79.01	96.31
Savings Bank of N. London, for tax on \$10,000 for 7 years erroneously deducted,.....	\$91,911,287.78	\$114,889.08	\$108,921.62
		175.00	.....
		\$115,064.08	\$108,921.62

Amount of tax collected January, 1888,..... \$115,064.08
Balance of July tax, 1887, on Deposits reported January, 1887,.. 108,921.62
Total Savings Bank taxes for fiscal year ending June 30, 1888, \$223,985.70

TAX ON MUTUAL FIRE INSURANCE COMPANIES.

NAME OF COMPANY.	Location.	Assets.	Amount Taxable.	Tax $\frac{3}{4}$ of 1 per cent.
Danbury Mu. Fire Ins. Co.,	Danbury,	\$32,331.26	\$21,504.76	\$161.23
Farmington Valley Mu. Fire Insurance Company.....	Farmington,	21,572.89	7,879.00	59.17
Greenwich Mu. Fire Ins. Co.,	Greenwich,	21,607.57	6,699.79	50.25
Hartford Co. " "	Hartford,	384,688.60	349,688.69	2,622.66
Litchfield " "	Litchfield,	91,188.56	87,188.56	653.91
Madison " "	Madison,	34,215.78	6,827.08	51.20
Middlesex Mu. Assur. Co.,..	Middletown,	587,318.39	479,620.39	3,597.15
Mu. Assur. Co. of Norwich,	Norwich,	12,444.89	11,706.29	87.80
New London Co. Mu. Fire Insurance Company,.....	Norwich,	84,143.65	84,063.65	630.51
Rockville Mu. Fire Ins. Co.,	Rockville,	16,736.19	6,261.79	46.96
State " "	Hartford,	87,309.38	44,315.84	332.37
Windham Co. " "	Brooklyn,	330,135.31	63,134.31	473.50
Harwinton " "	Harwinton,	13,710.20	161.30	1.21
Tolland Co. " "	Tolland,	328,088.68	79,198.01	594.00
		\$2,045,491.44	\$1,248,254.46	\$9,361.97

TAX ON MUTUAL LIFE INSURANCE COMPANIES.

NAME OF COMPANY.	Location.	Assets.	Amount Taxable.	Tax $\frac{1}{4}$ of 1 per cent.
Ætna Life Insurance Co.,	Hartford.	\$32,620,676.76	\$24,555,248.42	\$61,388.12
Connecticut General Life Insurance Co.,.....	"	1,632,846.07	959,077.94	2,397.69
Connecticut Mutual Life Insurance Co.,	"	55,519,844.61	54,024,161.16	135,060.40
Phoenix Mutual Life Insurance Co.,.....	"	10,289,688.28	9,426,979.28	23,567.45
		\$100,063,055.72	\$88,965,466.80	\$222,413.66

TAX ON MUTUAL LIFE INSURANCE COMPANIES OF
MASSACHUSETTS ON THE VALUE OF POLICIES
ISSUED BY THEM AND HELD BY RESIDENTS OF
CONNECTICUT.

NAME OF COMPANY.	Location.	Valuation of Policies, Dec. 31, 1886.	Tax $\frac{1}{4}$ of 1 per cent.
Berkshire Life Insurance Co.,.....	Pittsfield,	\$45,431.00	\$113.58
John Hancock Mutual Life Ins. Co.,....	Boston,	83,403.00	208.51
Massachusetts " " " " " "	Springfield,	282,868.00	707.17
State Mutual Life Assurance Co.,.....	Worcester,	71,178.60	177.95
		\$482,880.60	\$1,207.21

TAX ON PREMIUMS OF INSURANCE COMPANIES OF
OTHER STATES.

Name of Corporation.	Class of Premiums.	Rate of Tax.	Amount of Premiums.	Tax.
Vermont Life Ins. Co., Burlington, Vermont,.....	Gross,	2 p. c.	\$646.02	\$12.92
Union Mutual Life Ins. Co., Portland, Me.,.....	Net,	2 p. c.	7,687.06	153.74
Union Central Life Ins. Co., Cincinnati, O.,.....	Gross,	2 p. c.	3,197.16	63.94
Penn Mutual Life Ins. Co., Philadelphia, Pa.,.....	"	3 p. c.	28,825.69	864.77
Northwestern National Ins. Co., Milwaukee, Wis.,.....	"	2 p. c.	3,562.33	71.25
Milwaukee Mechanics Ins. Co., Milwaukee, Wis.,.....	"	2 p. c.	8,082.07	161.64
American Central Ins. Co., St. Louis, Mo.,.....	"	2 p. c.	3,193.76	63.88
Imperial Life Ins. Co., Detroit, Mich.,.....	"	2 p. c.	563.92	11.28
			\$55,758.01	\$1,403.42

TAX ON RAILROADS.

NAME OF RAILROAD.		Number of shares of stock.	Market value of each share of stock.	Amount of fund- ed and floating debt.	Market value of funded and floating debt.
1	Birmingham & Ansonia H. R. R.,	1,000	.....	\$43,000.00	\$25,000.00
2	Bridgeport Horse Railroad,.....	1,400	\$30.00	61,351.55	61,351.55
3	Bridgeport & West Stratford H. R. R.,	1,000	15.00	.....	.....
4	Danbury & Bethel Horse R. R.,...	2,400	.....	30,000.00	22,500.00
5	Derby Horse Railroad,.....	1,600	.....	20,000.00	20,000.00
6	Fair Haven & Westville H. R. R.,	12,000	25.00	.....	.....
7	Hartford & Wethersfield H. R. R.,	1,997	118.80	87,785.07	87,785.07
8	Meriden Horse Railroad,.....	500	30.00	44,000.00	44,000.00
9	Middletown Horse Railroad,.....	800	12.50	7,900.00	7,900.00
10	New Britain Tramway,.....	1,200	.....	33,000.00	11,000.00
11	New Haven & Centerville H. R. R.,	.....	.....	40,000.00	35,000.00
12	New Haven & W. Haven H. R. R.,	2,454	10.00	69,000.00	69,000.00
13	Norwalk Horse Railroad,.....	2,000	25.00	800.00	800.00
14	Norwich Street Railway,.....	200	125.00	233.20	233.20
15	State Street H. R. R., New Haven,	923	18.75	20,846.13	20,846.13
16	Westport & Saugatuck H. R. R.,	150	110.00	.....	.....
17	Stamford Horse Railroad,.....	600	1.00	50,000.00	27,500.00
18	{ Boston & New York Air Com.,	8,368	.....	.....	.....
	{ Line Railroad,..... Pf'd.,	29,980	98.00	500,000.00	500,000.00
19	Connecticut Central Railroad,....	4,485	.....	325,000.00	162,500.00
20	Colchester Railroad,.....	250	.....	25,000.00	25,000.00
21	Danbury & Norwalk Railroad,...	12,000	50.00	650,000.00	650,000.00
22	Hartford & Conn. Valley R. R.,...	7,992	90.00	800.00	800.00
23	Hartford & Conn. Western R. R.,	26,009	12.00	610,000.00	610,000.00
24	{ Housatonic Railroad,..... Com.,	8,200	.....	.....	.....
	{ Housatonic Railroad,..... Pf'd.,	11,800	130.00	1,298,000.00	1,298,000.00
25	Meriden & Cromwell Railroad,...	3,000	30.00	64,083.57	64,083.57
26	Naugatuck Railroad,.....	20,000	210.00	150,000.00	150,000.00
27	New Haven & Derby Railroad,...	4,466	15.00	575,000.00	525,000.00
28	New Haven & Northampton R. R.,	24,600	50.00	3,975,000.00	3,975,000.00
29	New London Northern Railroad,...	15,000	115.00	1,634,500.00	1,634,500.00
30	{ N. Y. & N. England R. R., Com.,	197,120	25.00	.....	.....
	{ N. Y. & N. England R. R., Pf'd.,	19,500	103.50	14,448,967.27	14,299,267.27
31	N. Y., N. H., & Hartford R. R.,...	155,000	205.00	2,440,994.63	2,440,994.63
32	N. Y., Providence, & Boston R. R.,	30,000	200.00	1,300,000.00	1,300,000.00
33	Norwich & Worcester Railroad,...	25,978	160.00	482,500.00	482,500.00
34	{ Rockville Railroad,..... Com.,	687 $\frac{1}{2}$	1.00	.....	.....
	{ Rockville Railroad,..... Pf'd.,	400	100.00	16,900.00	16,900.00
35	Shepaug, Litchfield, & North'n R. R.,	11,619	5.00	10,000.00	10,000.00
36	Shore Line Railway,.....	10,000	150.00	200,000.00	200,000.00
37	South Manchester Railway,.....	400	25.00	13,210.00	13,210.00
38	Stamford & New Canaan R. R.,...	998 $\frac{7}{10}$	75.00	.....	.....
39	Watertown & Waterbury R. R.,...	2,364	.....	19,000.00	3,800.00

CORPORATE FRANCHISE TAX.

Name of Corporation.	Fees paid on account of.	Amount of Tax.
The Plant Investment Co.,.....	Increase of Capital.	\$2,500.00
The Newport News & Mississippi Valley Co.,	" "	5,000.00
The Mexican International Railroad Co.,..	" "	5,000.00
The International Construction Co.,.....	" "	200.00
		<hr/>
		\$12,700.00

TAX ON EXPRESS COMPANIES.

NAME OF COMPANY.	Location.	Gross Receipts.	Tax of 2 per cent.
Adams Exp. Co., inc. New Exp. Co.,	B'd'p't & Hfd,	\$469,491.21	\$9,389.82
International Express Co.,.....	Bridgeport,	1,923.85	38.48
International Express Co.,.....	Hartford,	5,585.30	111.71
International Express Co.,.....	New Haven,	3,814.25	76.29
International Express Co.,.....	Birmingham,	1,541.28	30.83
N. Y. & Boston Dispatch Express Co.,	Boston,	4,915.92	98.31
		<hr/>	
		\$487,271.81	\$9,745.44

TAX ON TELEGRAPH AND TELEPHONE COMPANIES.

NAME OF COMPANY.	Location.	Receipts.	Tax of 2 per cent.
Commercial Cable Co.,.....	New York,	\$406.62	\$8.13
Connecticut Telegraph Co.,.....	New Haven,	22,440.76	448.81
Postal Telegraph & Cable Co., and Bankers & Merchants Telegraph Co.,	New York,	1,731.11	34.62
Southern New England Telephone Co.,	New Haven,	185,020.48	3,700.40
Western Union Telegraph Co.,.....	New York,	149,698.91	2,993.97
		<hr/>	
		\$359,297.88	\$7,185.93

TAXES FROM AGENTS OF INSURANCE COMPANIES OF OTHER STATES.

AGENTS.	Location.	Amount of Tax.
W. J. Breckinridge,.....	Middletown,	\$.46
Starr & Peters,.....	New London,	11.01
Joseph C. Hart,.....	Hartford,	201.13
Joseph C. Flynn,.....	Naugatuck,	3.94
P. C. Rolli,.....	New York,	9.82
A. E. Hull,.....	Ansonia,	7.49
Isaac W. Brooks,.....	Torrington,	98.19
Chas. Cameron,.....	Greenwich,	5.99
Fanny A. Bristol,.....	Cheshire,	2.89
Smith & Root,.....	Waterbury,	827.47
W. C. Atwater, etc.,.....	Birmingham,	811.07
L. A. Dickinson,.....	Hartford,	96.77
Ralph Gillett,.....	"	48.34
Geo. B. Smith,.....	Saugatuck,	.91
Chester Tilden,.....	Willimantic,	11.21
W. H. Squire & Co.,.....	Meriden,	302.60
N. J. Welton,.....	Waterbury,	144.53
Taylor & Golden,.....	South Norwalk,	2.46
Barker & Brown,.....	New Haven,	5.40
Francis Bissell,.....	Litchfield,	1.41
Ralph Gillett,.....	Hartford,	31.81
Abel J. Clark,.....	Sandy Hook,	.64
E. B. Dillingham,.....	Hartford,	36.43
Fuller & Hoyt,.....	New Milford,	.77
Mrs. J. Beecher,.....	Newtown,	3.03
Hugo Case,.....	West Ansonia,	5.47
W. A. Lester,.....	Plainfield,	20.04
Ralph Gillett,.....	Hartford,	17.13
S. Hart Culver,.....	Seymour,	15.53
J. N. Stickney,.....	Rockville,	87.65
Joseph E. Russell,.....	Greenwich,	2.44
Sidney W. Crofut,.....	Danielsonville,	95.91
Ralph Gillett,.....	Hartford,	33.18
Erwin D. Hall,.....	Meriden,	71.35
Haines & Jackson,.....	Middletown,	93.68
Nicholas Tarrant,.....	Norwich,	39.45
Fuller & Beardsley,.....	Danbury,	7.14
Ralph Gillett,.....	Hartford,	49.58
John C. Broatch,.....	Middletown,	32.65
Timothy Jones,.....	Danbury,	57.32
Miller S. Greene,.....	Stonington,	8.55
Edmund A. Stedman,.....	Hartford,	12.07
J. F. Williams & Son,.....	Norwich,	167.76
J. C. Goodwin,.....	New Hartford,	15.57
L. Bissell & Son,.....	Rockville,	44.09
Fred A. Granniss,.....	Waterbury,	8.92
Markley Brothers,.....	New Britain,	8.72
George D. Coit,.....	Norwich,	46.66
Joseph Fuller & Co.,.....	Suffield,	11.75
Amos S. Northrup,.....	New Canaan,	8.55
A. T. & M. Roraback,.....	Canaan,	26.94
Bacon & Guy,.....	Middletown,	164.23
Amount carried forward,.....		\$3,818.10

TAXES FROM AGENTS OF INSURANCE COMPANIES OF
OTHER STATES — (CONTINUED).

AGENTS.	Location.	Amount of Tax.
Amount brought forward,.....		\$3,818.10
H. W. Huke,.....	Torrington,	8.06
Osborn & Price,.....	Hartford,	33.43
P. S. Bristol,.....	Milford,	3.36
P. R. Strong,.....	Colchester,	6.22
N. V. Fagan,.....	Middletown,	4.56
Soule & Staub,.....	New Milford,	18.39
Wm. Lockwood,.....	Norwalk,	9.06
Edson Thomas,.....	Thomaston,	15.64
W. G. Lineburgh & Son,.....	Bridgeport,	44.84
Fuller & Story,.....	Norwich,	239.32
A. J. Bowen,.....	Willimantic,	27.43
J. F. Noble,.....	Bridgeport,	39.10
W. E. Baker,.....	Hartford,	502.07
Frank H. Hoyt,.....	Stamford,	40.36
Alfred Spencer, Jr.,.....	Suffield,	4.13
Melville E. Mead,.....	Darien,	3.54
Ralph Gillett,.....	Hartford,	36.85
Wales Terrell,.....	Ansonia,	.70
John L. Lindsley,.....	"	117.24
C. B. Bowers,.....	New Haven,	194.76
D. T. Hubbell,.....	Bethel,	32.10
Franklin Smith,.....	Hazardville,	48.02
Fred A. Taff,.....	Stamford,	55.69
A. E. Blakesley,.....	Thomaston,	.03
L. S. Platt,.....	Naugatuck,	21.03
Chas. Griswold,.....	Guilford,	3.66
C. N. Andrew,.....	Willimantic,	54.92
W. C. Mead,.....	Bridgeport,	50.38
W. H. Smith,.....	Plainville,	22.86
A. F. Abbott & Son,.....	Waterbury,	31.69
Treadway & Stevens,.....	Bristol,	50.35
James E. Sweeney,.....	Naugatuck,	4.61
H. C. Warren,.....	New Haven,	267.76
S. K. Montgomery,.....	Bristol,	.46
Jno. Tweedy,.....	Danbury,	4.65
Geo. H. Stoughton,.....	Thomaston,	22.77
Jacob M. Layton,.....	South Norwalk,	228.64
C. A. Todd,.....	New Milford,	89.57
S. N. Coddling,.....	Collinsville,	12.32
Arthur G. Bill,.....	Danielsonville,	35.09
Judson & Beardsly, by C. E. Stagg,.....	Stratford,	20.76
Henry H. Perry,.....	Southport,	5.01
R. B. Craufurd,.....	Norwalk,	12.28
Chas. F. Harwood,.....	Stafford Springs,	78.81
Henry A. Baker,.....	Montville,	10.74
G. D. Packer,.....	Mystic River,	35.62
C. S. Braddock,.....	New London,	12.19
Asa Perkins, 2d,.....	Groton,	1.61
S. F. Loomer,.....	Willimantic,	120.45
A. W. Converse,.....	Windsor Locks,	5.98
Marsh, Merwin & Lemmon,.....	Bridgeport,	430.58
Amount carried forward,.....		\$6,937.79

TAXES FROM AGENTS OF INSURANCE COMPANIES OF OTHER STATES — (CONTINUED).

AGENTS.	Location.	Amount of Tax.
Amount brought forward,.....		\$6,937.79
N. T. Bulkley,.....	Danbury,	145.14
David Brainerd,.....	Thompsonville,	9.23
Albert Morton,.....	New Britain,	44.10
Louis H. Lyon,.....	Bridgeport,	13.50
James Staples & Co.,.....	"	754.46
Alden A. Baker,.....	Colchester,	16.26
David H. Clark,.....	Stamford,	71.76
H. N. Trumbull,.....	Stonington,	23.31
G. W. Dickinson,.....	Essex,	10.51
Griswold & Pierre,.....	Winsted,	139.74
J. W. Pond & Pond Brothers,.....	New Haven,	34.94
Cowles & Eldridge,.....	Norfolk,	4.16
C. C. Kimball & Co.,.....	Hartford,	722.52
Frederick B. Hoadley,.....	Waterbury,	19.44
Geo. L. DeForest,.....	Birmingham,	6.36
H. A. Hubbard,.....	Stamford,	28.69
Thomas S. Collier,.....	New London,	23.13
L. P. Treadwell,.....	Danbury,	83.78
J. L. Lathrop & Son,.....	Norwich,	14.79
Thomas S. Birdsey,.....	Birmingham,	61.02
Theodore Hoyt,.....	Danbury,	377.97
Wm. N. White,.....	Stamford,	54.03
Geo. J. Faulhaber,.....	New Haven,	81.80
Salmon C. Gillette,.....	Colchester,	21.09
John Hemingway,.....	Southington,	72.27
A. B. Adams & Co.,.....	Willimantic,	46.56
Henry Bradley,.....	Seymour,	8.12
Samuel A. Hurd,.....	Birmingham,	2.58
N. A. McNeil & Co.,.....	Lime Rock,	212.74
John G. Jones,.....	Waterbury,	124.19
Elbert White,.....	Stamford,	15.98
E. A. Merriman, for C. G. Johnson & Co.,...	Meriden,	51.18
Chas. Rider,.....	Danbury,	57.61
C. H. Bronson,.....	Waterbury,	81.38
C. A. Eaton,.....	Kent,	.79
Benj. Page,.....	Meriden,	141.36
John T. Sloan,.....	New Haven,	63.91
Thomas S. Brown,.....	East Hampton,	12.94
Melvin M. Peters,.....	New London,	21.02
Wm. W. Andross,.....	Rockville,	56.44
D. D. Butler,.....	Middletown,	117.61
J. G. & J. C. North,.....	New Haven,	524.88
Oliver F. Perry,.....	Collinsville,	12.45
T. Packer & Co.,.....	Mystic Bridge,	112.31
H. Mason, by Spring Garden Insurance Co.,...	New Haven,	41.36
B. A. Russell,.....	Greenwich,	56.73
G. P. Edwards,.....	Collinsville,	22.54
H. W. Conklin,.....	Hartford,	49.54
Cannon & Burton,.....	New Haven,	573.67
John L. Walden,.....	Willimantic,	27.83
Sperry & Kimberly,.....	New Haven,	446.85
Amount carried forward,.....		\$12,649.36

TAXES FROM AGENTS OF INSURANCE COMPANIES OF OTHER STATES — (CONTINUED).

AGENTS.	Location.	Amount of Tax.
Amount brought forward,.....		\$12,649.36
Wm. M. Hall,.....	Wallingford,	33.57
C. B. Bowers,.....	New Haven,	12.74
L. W. Finney,.....	Mianus,	1.63
Bigelow & Stevens,.....	Danbury,	232.11
Egbert Bartlett,.....	Ansonia,	132.39
George L. Beardsley,.....	Birmingham,	27.90
L. S. Catlin,.....	Bridgeport,	247.63
Coolidge & Lockwood,.....	Norwalk,	69.41
G. M. Carrington,.....	West Winsted,	43.39
John H. Hull,.....	Westport,	38.08
Geo. B. Fisher,.....	Hartford,	266.63
C. H. Bronson,.....	Waterbury,	17.99
Silas Chapman, Jr.,.....	Hartford,	667.59
J. N. Hayden & Son,.....	Windsor Locks,	4.35
C. V. Mason,.....	Bristol,	106.10
M. L. Dunn,.....	Stamford,	4.44
E. N. Hubbard,.....	Middletown,	52.66
F. E. Camp,.....	"	26.19
W. F. Walker,.....	New Britain,	40.68
A. E. Dudley & Son,.....	New Haven,	142.55
George E. Judd,.....	Waterbury,	65.65
E. B. Cowles,.....	Meriden,	332.12
Hinman & Morse, by Cannon & Burton,.....	New Haven,	4.20
B. R. Allen,.....	Hartford,	87.41
John W. Marvin,.....	Deep River,	80.01
W. J. Breckenridge,.....	Middletown,	6.73
John B. Reed, Jr.,.....	Stamford,	14.47
Hinman & Morse,.....	New Haven,	21.70
E. T. Spooner,.....	Warehouse Point,	21.00
Wm. H. Fuller,.....	Suffield,	9.15
A. G. Butler,.....	New Britain,	318.08
Bartram & Prindle,.....	Bridgeport,	81.37
Gardner Morse,.....	New Haven,	206.41
C. S. Thompson,.....	"	408.68
Horace Purdy & Son,.....	Danbury,	42.07
C. H. Holt,.....	Rockville,	3.67
Miles Lewis Peck,.....	Bristol,	263.84
Josiah Raymond,.....	Westport,	41.46
Hall & Vail,.....	Wallingford,	23.28
J. C. Learned & Son,.....	New London,	343.84
Alvarado Howard,.....	Stafford Springs,	39.56
W. B. Brotherton,.....	Milford,	23.21
James & F. E. Ely,.....	Thompsonville,	37.24
Daniel W. Chase,.....	Middletown,	5.31
S. G. Beecher & Son,.....	New Milford,	25.37
A. Laubscher & Son,.....	Rockville,	6.79
George E. Taft,.....	Unionville,	.21
Harry S. Nichols,.....	Newtown,	4.82
Mason & Ayr, by G. E. Taft,.....	Unionville,	30.28
A. G. Butler,.....	New Britain,	19.26
James H. Hill,.....	New London,	119.77
Amount carried forward,.....		\$17,504.34

TAXES FROM AGENTS OF INSURANCE COMPANIES OF OTHER STATES — (CONTINUED).

AGENTS.	Location.	Amount of Tax.
Amount brought forward,.....		\$17,504.34
Wilson, McNeil & Co.,.....	New Haven,	1,026.75
George Lloyd,.....	Danielsonville,	30.58
L. A. Camp,.....	Seymour,	2.49
John Dayton,.....	Greenwich,	10.06
W. A. Cone,.....	East Haddam,	49.04
Lucius S. Fuller,.....	Tolland,	3.00
Higby & DeForest,.....	Bridgeport,	492.17
Jared C. Bradley,.....	New Haven,	19.70
Howard G. Bestor,.....	Hartford,	14.54
W. A. Hitchcock,.....	Unionville,	37.52
Silas B. Terry,.....	Watertown,	4.34
O. E. Wilson,.....	Norwalk,	196.56
Weld & Son,.....	New Haven,	30.37
S. Y. St. John,.....	New Canaan,	13.46
John F. Parker,.....	Norwich,	127.21
John McWeeney,.....	Meriden,	19.78
A. L. Thayer,.....	Collinsville,	64.43
E. M. Taintor,.....	Middletown,	32.35
C. A. Northend, by J. C. Paige, Manager,....	New Britain,	10.12
Wm. H. Smith,.....	"	5.44
Chas. F. Starr,.....	New London,	61.93
A. Irving Royce,.....	Norwich,	162.18
Daniel Hanrahan,.....	Stamford,	9.95
Harry Bell,.....	"	299.81
Ralph Gillett, by Girard Insurance Co.,.....	Hartford,	82.82
Chas. B. Bishop,.....	Litchfield,	69.25
George Palmer,.....	Branford,	4.03
C. A. Northend, by Franklin Insurance Co.,...	New Britain,	5.24
Wm. A. Simons,.....	Meriden,	4.32
C. K. Hunt,.....	West Winsted,	104.20
John H. Sage,.....	Portland,	26.62
Goodsell, McNeil & Co.,.....	Bridgeport,	352.07
C. H. Chesebro,.....	Putnam,	89.71
A. L. Stevens,.....	Meriden,	80.79
A. T. Goodsell,.....	Westport,	1.05
Lester H. Phillips,.....	New London,	3.96
H. P. Topliff,.....	South Coventry,	5.72
O. E. Wilson,.....	Norwalk,	.25
C. R. Coan,.....	New Haven,	29.43
A. J. Bowen,.....	Willimantic,	.46
Goodsell, McNeil & Co.,.....	Bridgeport,	.06
O. W. Merrill,.....	Winsted,	2.22
C. H. Bronson,.....	Waterbury,	1.11
Wilbur H. Squire, Broker,.....	Meriden,	14.86
Eric H. Johnson,.....	Putnam,	5.54
Henry C. Weaver,.....	New London,	48.88
Wilcox & Pardee,.....	South Norwalk,	114.07
Perry P. Wilson,....	Putnam,	1.64
A. McMathewson, for E. H. Johnson,.....	"	1.97
Salmon Goodsell,.....	Bridgeport,	117.83
Theodore Hoyt, ..	Danbury,	6.44
Amount carried forward,.....		\$21,402.66

TAXES FROM AGENTS OF INSURANCE COMPANIES OF OTHER STATES — (CONTINUED).

AGENTS.	Location.	Amount of Tax.
Amount brought forward,.....		\$21,402 66
Jerome S. Anderson,.....	Stonington,	9.08
C. I. Allen,.....	Bethel,	53.17
Walter L. Wilcox, by M. C. Pardee,.....	South Norwalk,	13.76
Fred E. Baker,.....	Colechester,	.08
Lawrence & Grannis,.....	Waterbury,	13.41
L. S. Begent,.....	Stamford,	33.08
Wm. M. Hall,.....	Wallingford,	.93
S. G. Beecher & Son,.....	New Milford,	.95
Jewell & Dempsey,.....	New Hartford,	.05
Haines & Jackson,.....	Middletown,	.33
W. E. Disbrow,.....	Bridgeport,	2.64
Daniel Sanford,.....	Redding Ridge,	.09
A. B. Fairchild,.....	Bridgeport,	135.66
Geo. W. Randall,.....	Rockville,	6.86
Wilcox & Pardee, by Taylor & Golden,.....	South Norwalk,	10.31
J. E. Leonard,.....	Jewett City,	8.57
Silas Chapman, Jr., Broker,.....	Hartford,	422.21
M. W. Lawton,.....	Middletown,	.94
L. H. Fuller,.....	Putnam,	46.79
O. B. Grant,.....	Stonington,	11.66
D. K. Murphy,.....	Meriden,	39.89
H. H. Scribner,.....	Bridgeport,	130.83
E. E. Isbell,.....	Branford,	14.32
John Mulville,.....	Greenwich,	16.19
T. C. Brooks,.....	Unionville,	3.00
Williams & Lawrence,.....	Waterbury,	41.63
B. P. Learned,.....	Norwich,	139.72
G. B. Lawrence,.....	Waterbury,	38.94
Chas. F. Starr,.....	New London,	38.49
Roxana Buell,.....	Clinton,	2.93
Thos. & G. P. Edgar,.....	New London,	150.89
D. K. Murphy,.....	Meriden,	11.69
J. D. Humphrey,.....	New Britain,	83.66
Geo. L. Beardsley,.....	Birmingham,	9.72
G. & N. A. Cowles & I. C. Norris,.....	New Britain,	44.87
Cowles & Merrill & Homer Merrill,.....	Norwalk,	336.78
Gordon B. Lawrence,.....	Waterbury,	2.00
J. J. Merwin,.....	Poquonock,	6.43
S. H. Bentley,.....	Mystic,	31.07
Oscar Tourtelotte,.....	N. Grosvenordale,	2.14
G. W. Goodsell & H. R. Blackman,.....	Bridgeport,	111 53
Chas. M. Webster & Co.,.....	Hartford,	456.71
Walker & Parsons,.....	New Britain,	17.08
Wilcox & Pardee, by American Fire Ins. Co.,	South Norwalk,	6.12
Joseph W. Chandler,.....	Stafford Springs,	5.11
C. L. Mason,.....	New Britain,	37.51
C. F. Starr,.....	New London,	.50
Total,.....		\$23,952.97

MISCELLANEOUS RECEIPTS.

From Whom Received -- Remarks.	Amount.
C. A. Lindsley, Secretary State Board of Health, returned from appropriation to said Board for the year ending June 30, 1887,	\$26.16
Commissioners of Shell-Fisheries, returned unexpended balance of money drawn from the Treasury for the year ending June 30, 1887,	204.73
Frederick E. Camp, Adjutant-General, returned amount of appropriation for travel on account of military enrollment for the year ending June 30, 1887,	200.00
Returned unexpended balance of appropriation for travel on pension business,	83.76
Returned on account of money drawn from appropriation for Record of Connecticut Volunteers,	789.08
Returned on account of money drawn from appropriation for Catalogue of Connecticut Volunteers in War of Revolution and War of 1812,	704.66
Charles Olmsted, Quartermaster-General, returned amount of Comptroller's Order No. 819 erroneously drawn,	35.00
William Dibble, for men's labor,	5.00
For damage to crockery in restaurant,	15.37
William Dibble, Superintendent, for men's labor, \$4.50, for matches sold, \$1.50, for lamp lighter, \$1.00,	7.00
William Dibble, Superintendent, for sponge sold,	6.50
Meriden & Waterbury Railroad Co., for 4 $\frac{1}{10}$ acres of land of the State Reform School property taken by said company, as assessed by arbitrators,	8,000.00
H. A. Cooley, Asst. Superintendent, for old carpet sold,	14.00
Thomas Clark, Comptroller, rebate of insurance premium from Connecticut Mutual Steam Boiler Inspection & Ins. Co.,	16.00
Thomas Clark, Comptroller, for statutes sold,	3,790.25
Edward Camp, Trustee of Estate of Andrew Eckart, late of Winsted, deceased, the amount of said estate escheated,	212.38
Chas. D. Hine, Secretary State Board of Education, unexpended balance of appropriation for text-book on Physiology and Hygiene for the year ending June 30, 1887,	362.32
F. E. Camp, Adjutant-General, returned unexpended balances of appropriations as follows, viz.:	
Norwalk Armory, balance for year ending June 30, 1887,	.22
New Britain Armory, balance for year ending June 30, 1887,	8.03
New Britain Armory, balance for year ending June 30, 1889,	1.00
Charles Olmstead, Quartermaster-General, unexpended balance of \$5,000, drawn September 12, 1887, from the appropriation for the celebration of the adoption of the United States Constitution,	3,363.14
Phineas C. Lounsbury, Governor, on account of claims against the United States Government,	2,862.96
Phineas C. Lounsbury, Governor, on account of claims against the United States Government,	715.73
Phineas C. Lounsbury, Governor, on account of claims against the United States Government,	2,436.14
Casper Lower and Samuel H. Morrell, for one year's rent of Vincent Island,	5.00
Erwin O. Dimock, Clerk, returned on account of error in Jail Bill,	10.00
	\$23,874.43

AVAILS OF COURTS FROM CLERKS.

County.	Name of Clerk.	Court.	Amount.	Total.
New London,	John C. Averill,.....	Common Pleas, .	\$100.03	\$619.87
Hartford,....	Charles E. Fellowes,....	" "	400.56	
New Haven,.	Jonathan Ingersoll,.....	" "	119.28	

FINES, FORFEITURES, ETC., FROM STATE'S ATTORNEYS.

County.	Name of Attorney.	Amount.	
New London.	John M. Thayer,.....	\$3,751.25	\$28,903.47
Litchfield,...	James Huntington,.....	1,605.18	
Middlesex,...	William T. Elmer,.....	608.94	
New Haven,.	Tilton E. Doolittle,.....	7,397.38	
New Haven,.	Geo. E. Terry (Asst. State's Attorney),...	940.57	
Tolland,.....	B. H. Bill,.....	1,229.02	
Fairfield,...	Samuel Fessenden,.....	3,526.82	
Windham,...	John J. Penrose,.....	2,343.50	
New Haven,.	Geo. M. Gunn (Prosecuting Attorney),...	5,062.69	
Hartford,....	William Hammersley,.....	2,438.12	
			\$29,523.34

INTEREST STATEMENT.

Received of Banks and Trust Co's for interest on deposits,..... \$25,326.42

PAYMENTS.

Interest on Principal of Agricultural College Fund in the Treasury,.....	\$205.69	
Interest on Town Deposit Fund in the Treasury,.....	519.85	
Interest on Principal of School Fund in the Treasury,...	570.27	
Interest on Revenue of the School Fund in the Treasury, 2,184.73		3,480.54
Credit balance,.....		\$21,845.88

TAX ON ROLLING STOCK COMPANIES.

Name of Company.	Receipts.	Tax of 2 per cent.
Consolidated Rolling Stock Co., Bridgeport,.....	\$14,910.30	\$298.20

Received from Commissioners of Pharmacy during the fiscal year ending June 30, 1888,.....	\$1,184.00
Received from the Commissioners of Shell-Fisheries during the fiscal year ending June 30, 1888,.....	10,131.18
Received from L. M. HUBBARD, Secretary, during the fiscal year ending June 30, 1888,.....	1,392.10
Received from GEO. P. McLEAN, Executive Secretary, on account of fees for Notaries' Commissions,.....	319.50
Received from O. R. FYLER, Insurance Commissioner, during the fiscal year ending June 30, 1888,.....	18,545.98
Received from State Banks, Savings Banks, and Trust Companies the amount of the Comptroller's assessment for the salaries of the Bank Commissioners,.....	4,683.50
Received from Railroad Companies the amount of the Comptroller's assessment for the salaries and office expenses of the Board of Railroad Commissioners,.....	11,234.51

STATEMENT OF ACCOUNTS.

STATEMENT OF ACCOUNTS.

DR.	CIVIL LIST.	
To Payments:		
Civil List Orders,		\$1,262,291.02
Registered Orders,		272,423.80
Interest on State Bonds,		139,500.00
State Bonds redeemed,		990,000.00
Accrued Interest on Bonds redeemed,		8,250.01
Interest on Principal of Agricultural College Fund in the Treasury for the year,		205.69
Interest on Principal Town Deposit Fund,		519.85
Interest on Principal of School Fund,		570.27
Interest on Revenue of School Fund,		2,184.73
		<u>\$2,675,945.37</u>

To balance of cash to July 1, 1888,	751,699 03
	<u>\$3,427,644.40</u>

DR.	SCHOOL FUND.	
To Revenue Loan outstanding July 1, 1887,		\$1,293.20
To paid Commissioner's Orders from Principal,		102,400.00
To paid Commissioner's Orders from the Revenue,		11,128.05
To paid Comptroller's Orders from the Revenue,		116,199.00
To balance of Principal to July 1, 1888,		21,428.17
To balance of Interest to July 1, 1888,		47,749.38
		<u>\$300,197.80</u>

STATEMENT OF ACCOUNTS.

	CIVIL LIST.	Cr.
By Receipts:		
Balance in the Treasury, July 1, 1887,	\$490,570.60	
Commissioners of Pharmacy,	1,184.00	
Commissioners of Shell-Fisheries,	10,131.18	
Board of Railroad Commissioners' Salaries, and Expenses,	11,234.51	
Bank Commissioners' Salaries,	4,683.50	
Fees from Executive Secretary,	319.50	
Fees from State Secretary,	1,392.10	
Miscellaneous Receipts, account of,	23,874.43	
Receipts from Insurance Commissioner,	18,545.98	
Avails of Courts and Bonds,	29,523.34	
State Tax from Towns,	437,157.23	
Military Commutation Tax,	109,055.40	
Tax on Telegraph and Telephone Companies,	7,185.93	
Tax on Savings Banks,	223,985.70	
Tax on Mutual Life Insurance Companies of Massachusetts on value of policies held by residents of Connecticut,	1,207.21	
Tax on Non-Resident Stock,	75,858.34	
Tax on Mutual Insurance Companies,	231,775.63	
Tax on Stocks erroneously returned,	5 50	
Tax on Agents of Insurance Companies of other States,	23,952.97	
Tax on Premiums of Insurance Companies of other States,	1,403.42	
Tax on Express Companies,	9,745.44	
Tax on Rolling Stock Companies,	298.20	
Corporate Franchise Tax,	12,700.00	
Tax on Railroads,	641,724.79	
Interest on Deposits,	25,326.42	
State Bonds sold,	1,000,000.00	
Premium on State Bonds sold,	29,100.00	
Accrued Interest on State Bonds sold,	5,703.08	
	<u>\$3,427,644.40</u>	
1888, July 1. By balance,	\$751,699.03	

	SCHOOL FUND.	Cr.
By balance of Principal July 1, 1887,	\$9,075.04	
By Collection of Principal,	114,753.13	
By balance of Interest July 1, 1887,	49,406.57	
By Collection of Interest,	126,963.06	
	<u>\$300,197.80</u>	
1888, July 1. By balance of Principal,	21,428.17	
1888, July 1. By balance of Interest,	47,749.38	

STATEMENT OF ACCOUNTS.

DR. PRINCIPAL OF THE TOWN DEPOSIT FUND.

DR. INTEREST OF THE TOWN DEPOSIT FUND.

1888, June 30. To Interest paid to Towns, \$519.85

DR. PRINCIPAL OF THE AGRICULTURAL COLLEGE FUND.

1888, June 30. To balance forward, \$7,500.00

DR. INTEREST OF THE AGRICULTURAL COLLEGE FUND.

1888, June 30. To Interest paid during the year, \$5,661.91

DR. UNCLAIMED DEPOSITS FROM COUNTY TREASURERS.

DR. RIDGEFIELD & NEW YORK RAILROAD COMPANY.

1887, Dec. 19. To paid Comptroller's assessment for services of
Board of Railroad Commissioners, \$87.75
To Cash returned to the Company, 11.25
\$99.00

DR. DEPOSIT BY THE HOUSATONIC RAILROAD COMPANY.

DR. DEPOSIT BY THE NEW HAVEN & DERBY RAILROAD COMPANY.

DR. DEPOSIT BY RECEIVERS OF LITCHFIELD BANK.

DR. DEPOSIT BY RECEIVER OF WOODBURY BANK.

STATEMENT OF ACCOUNTS.

PRINCIPAL OF THE TOWN DEPOSIT FUND.		Cr.
1888, July 1.	By balance,	\$17,328.48

INTEREST OF THE TOWN DEPOSIT FUND.		Cr.
1888, June 30.	By Interest received,	\$519.85

PRINCIPAL OF THE AGRICULTURAL COLLEGE FUND.		Cr.
1888, June 30.	By Principal received during the year,	\$7,500.00
1888, July 1.	By balance,	\$7,500.00

INTEREST OF THE AGRICULTURAL COLLEGE FUND.		Cr.
1888, June 30.	By Interest received during the year,	\$5,661.91

UNCLAIMED DEPOSITS FROM COUNTY TREASURERS.		Cr.
1888, July 1.	By balance,	\$78.50

RIDGEFIELD & NEW YORK RAILROAD COMPANY.		Cr.
1887, July 1.	By balance—amount deposited to pay for services of Board of Railroad Commissioners,	\$99.00

DEPOSIT BY THE HOUSATONIC RAILROAD COMPANY.		Cr.
1888, July 1.	By balance—amount deposited Dec. 19, 1887, to pay for services of Board of Railroad Commissioners in examination of location of new road,	\$106.34

DEPOSIT BY THE NEW HAVEN & DERBY RAILROAD COMPANY.		Cr.
1888, July 1.	By balance—amount deposited Jan. 28, 1888, to pay for services of Board of Railroad Commissioners in examination of location of new road,	\$29.26

DEPOSIT BY RECEIVERS OF LITCHFIELD BANK.		Cr.
1888, July 1.	By balance,	\$145.30

DEPOSIT BY RECEIVER OF WOODBURY BANK.		Cr.
1888, July 1.	By balance,	\$118.60

STATEMENT OF ACCOUNTS.

DR.	ESTATE OF THE TOWNSEND SAVINGS BANK.	
1888, June 30.	To Cash paid to Depositors during the year, .	\$116.81
1888, June 30.	To balance forward,	5,835.50
		<hr/>
		\$5,952.31

DR. DORSEY STATE PRISON FUND.

DR. STATE LIBRARIAN.

DR.	DEPOSITS ON ACCOUNT OF STATE BONDS.	
1887, July 1.	To Ætna Life Insurance Company, deposit applied to payment of Bonds delivered,	\$25,000.00
	To Williamsburgh Savings Bank, deposit applied to payment of Bonds delivered,	25,000.00
		<hr/>
		\$50,000.00

DR. BALANCES BELONGING TO THE SEVERAL FUNDS.

Cash,	\$855,483.84
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\$855,483.84

STATEMENT OF ACCOUNTS.

	ESTATE OF THE TOWNSEND SAVINGS BANK.	Cr.
1887, Nov. 28.	By amount deposited by the Receivers of said Bank,	\$5,952.31

1888, July 1.	By balance,	\$5,835.50
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	DORSEY STATE PRISON FUND.	Cr.
1888, July 1.	By balance,	\$1,666.66

	STATE LIBRARIAN.	Cr.
1888, July 1.	By balance,	\$1,798.62

	DEPOSITS ON ACCOUNT OF STATE BONDS.	Cr.
1887, July 1.	By balance—deposited by Ætna Life Insurance Company,	\$25,000.00
	Williamsburgh Savings Bank,	25,000.00
		<hr/> \$50,000.00

	BALANCES BELONGING TO THE SEVERAL FUNDS.	Cr.
Civil List,		\$751,699.03
Principal of the School Fund,		21,428.17
Interest of the School Fund,		47,749.38
Housatonic Railroad Company, Deposit of,		106.34
New Haven & Derby Railroad Company, Deposit of,		29.26
Principal of Agricultural College Fund,		7,500.00
Dorsey State Prison Fund,		1,666.66
Unclaimed Deposits from County Treasurers,		78.50
State Librarian,		1,798.62
Deposit by Receivers of Litchfield Bank,		145.30
Deposit by Receiver of Woodbury Bank,		118.60
Estate of Townsend Savings Bank,		5,835.50
Principal of Town Deposit Fund,		17,328.48
		<hr/> \$855,483.84

STATEMENT OF ACCOUNTS.

GENERAL BALANCE.

DR. ALEXANDER WARNER, TREASURER,

To Receipts, including balances July 1, 1887:

Civil List,	\$3,427,644.40
Principal of the School Fund,	123,828.17
Interest of the School Fund,	175,076.43
Principal of the Town Deposit Fund,	17,328.48
Interest of the Town Deposit Fund,	519.85
Ætna Life Ins. Co., deposit on account of State Bonds,	25,000.00
Williamsb'gh Sav. Bank, deposit on account of State Bonds,	25,000.00
Interest of Agricultural College Fund,	5,661.91
Ridgefield & New York Railroad Co., Deposit by,	99.00
Estate of Townsend Savings Bank, from Receivers,	5,952.31
Deposit by Receivers of Litchfield Bank,	145.30
Deposit by Receiver of Woodbury Bank,	118.60
Unclaimed Deposits from County Treasurers,	78.50
State Librarian,	1,798.62
Dorsey State Prison Fund,	1,666.66
Principal of Agricultural College Fund,	7,500.00
Housatonic Railroad Co., Deposit by,	106.34
New Haven & Derby Railroad Co., Deposit by,	29.26
	<hr/>
	\$3,817,553.83

STATEMENT OF ACCOUNTS.

GENERAL BALANCE.

IN ACCOUNT WITH THE STATE OF CONNECTICUT. CR.

By Payments:

Civil List,	\$2,675,945.37
Principal of the School Fund,	102,400.00
Interest of the School Fund,	116,199.00
Revenue of the School Fund,	11,128.05
Interest of the Town Deposit Fund,	519.85
Ætna Life Ins. Co., deposit applied to payment of State Bonds,	25,000.00
Williamsburgh Savings Bank, deposit applied to payment of State Bonds,	25,000.00
Interest of Agricultural College Fund,	5,661.91
Ridgefield & New York Railroad Co., Deposit by,	99.00
Estate of Townsend Savings Bank, paid Depositors,	116.81
	<u>\$2,962,069.99</u>

Balance of Cash to July 1, 1888,	855,483.84
	<u>\$3,817,553.83</u>

AUDITOR'S CERTIFICATE.

STATE OF CONNECTICUT, TREASURER'S OFFICE, }
HARTFORD, July 20, 1888. }

We, the Auditors of Public Accounts, do hereby certify that we have examined the accounts of the State Treasurer for the fiscal year ending with June 30, 1888, and have compared said accounts with the several vouchers and find them correct, and that the cash in the Treasury at the close of the fiscal year ending June 30, 1888, amounted to eight hundred and fifty-five thousand four hundred and eighty-three dollars and eighty-four cents (\$855,483.84).

FRANK L. RODGERS,
JOHN E. SCANLAN,
Auditors of Public Accounts.
THOMAS CLARK, *Comptroller.*

SCHOOL FUND OFFICE, }
HARTFORD, , 1888. }

I hereby certify that the foregoing Report is correct so far as it relates to the School Fund.

JEREMIAH OLNEY,
Commissioner.

BIENNIAL REPORT
OF THE
COMPTROLLER
OF THE
STATE OF CONNECTICUT,
TO THE

General Assembly, January Session, 1889.

Printed by Order of the General Assembly.

HARTFORD, CONN.:
PRESS OF THE CASE, LOCKWOOD & BRAINARD COMPANY.
1888.

THE UNIVERSITY OF CHICAGO

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THE UNIVERSITY OF CHICAGO

State of Connecticut.

COMPTROLLER'S REPORT.

STATE OF CONNECTICUT,
COMPTROLLER'S OFFICE, NOVEMBER 3, A. D. 1888.

To the Honorable the Senate and the House of Representatives:

In compliance with the statutes, I submit herewith for your consideration my biennial report, being a statement in detail of the official acts of this department, covering the fiscal term ending June 30, 1888.

RECEIPTS AND EXPENDITURES.

The receipts from all sources for the Civil List during the two fiscal years ending June 30, 1888, including the balance of account July 1, 1886, of two hundred and thirty thousand four hundred and forty-two and forty-eight one-hundredths dollars (\$230,442.48), and the sale of State bonds amounting to one million thirty-four thousand eight hundred and three and eight one-hundredths dollars (\$1,034,803.08), were five million one hundred and eighty-nine thousand four hundred and fifteen and fifty-four one-hundredths dollars (\$5,189,415.54).

The expenditures during the same period, including the sum of one million thirty thousand six hundred dollars (\$1,030,600) paid for State bonds redeemed, and three hundred and four thousand five hundred and seventy-one and one one-hundredths dollars (\$304,571.01) paid as interest on outstanding State bonds, were four million four hundred and thirty-seven thousand seven hundred and sixteen and fifty-one one-hundredths dollars (\$4,437,716.51), leaving a balance in the Treasury to the credit of Civil List Funds, on the 30th day of June, 1888, of seven hundred and fifty-one thousand six hundred and ninety-nine and three one-hundredths dollars (\$751,699.03).

BOARD OF EQUALIZATION.

The Grand List of several of the large towns of the State fails to reach this office as early as March 1st, as required by law, and so makes the work of the Board of Equalization incomplete. I recommend a change in the law extending the time for meeting of the Board from April 10th (as now fixed) to June 15th, and a fine imposed upon delinquent towns.

SOLDIERS' MONUMENT.

The Evergreen Cemetery Association in New Haven, whose grounds inclose the Soldiers' Monument erected by the State, applied for the privilege of removing the iron fence inclosing the same, for the purpose of regrading and such improvements as would make the lot conform to its surroundings.

After an examination of the monument lot and adjacent grounds, I granted the request upon condition that no expense should be incurred to the State, and the improvements made according to the requirements of good taste and in a substantial manner.

The monument surroundings make a guarantee for the faithful care of the resting place of the honored dead.

In aiming at the service in this office demanded by the best interest of the State, my efforts have been supported by the most cordial co-operation of its clerical force.

The State can have no more faithful or efficient servant than it has in Mr. E. W. Moore, the chief clerk; nor can I fail to commend as well the assistant clerk, Mr. Louis B. Hubbard.

The efficiency of this office is largely due to the valuable experience of these men, who have served so long and so well; and as here, I found elsewhere in the Capitol men in charge, whose experience and integrity have helped to gain all that is due for just and faithful administration.

Respectfully submitted,

THOMAS CLARK,

Comptroller.

THE GRAND LIST.

The Grand List of the State for October, 1887, amounts to the sum of three hundred and fifty-two million seven hundred and ninety-five thousand nine hundred and twenty six dollars (\$352,795,926). This is an increase of three million seventy thousand one hundred and fifty-three dollars (\$3,070,153) over the amount of the preceding year.

In the following tables I have given the total list of taxable property in each town in the State, as returned to this office by the clerks of the several towns for 1886 and 1887 :

HARTFORD COUNTY.

Towns.	October, 1886.	October, 1887.
Hartford, . . .	\$47,825,068	\$48,575,184
Avon, . . .	466,977	463,574
Berlin, . . .	1,088,796	1,143,826
Bloomfield, . . .	752,212	743,341
Bristol, . . .	2,316,363	2,514,857
Burlington, . . .	361,349	361,907
Canton, . . .	1,130,610	1,126,926
East Granby, . . .	488,163	483,684
East Hartford, . . .	1,703,040	1,702,235
East Windsor, . . .	1,137,694	1,144,278
Enfield, . . .	2,628,043	2,769,100
Farmington, . . .	1,841,853	1,841,421
Glastonbury, . . .	1,110,227	1,093,339
Granby, . . .	456,782	447,896
Hartland, . . .	206,302	201,858
Manchester, . . .	2,836,164	2,969,864
Marlborough, . . .	138,123	138,362
New Britain, . . .	6,960,409	6,872,863
Newington, . . .	523,938	516,613
Plainville, . . .	647,086	633,539
Rocky Hill, . . .	365,995	370,977
Simsbury, . . .	1,226,878	1,284,913
Southington, . . .	2,225,074	2,171,109
South Windsor, . . .	1,366,105	1,310,331
Suffield, . . .	1,832,380	1,838,100
West Hartford, . . .	2,486,563	2,678,691

Towns.	October, 1886.	October, 1887.
Wethersfield, - - -	\$1,218,482	\$1,216,219
Windsor, - - -	1,419,048	1,429,953
Windsor Locks, - - -	710,870	726,195
Total, - - -	<u>\$87,470,594.</u>	<u>\$88,771,135</u>

NEW HAVEN COUNTY.

Towns.	October, 1886.	October, 1887.
New Haven, - - -	\$50,038,999	\$49,565,988
Beacon Falls, - - -	275,385	292,202
Bethany, - - -	285,089	283,090
Branford, - - -	1,562,122	1,583,059
Cheshire, - - -	1,161,421	1,086,171
Derby, - - -	4,482,040	4,543,458
East Haven, - - -	554,021	614,253
Guilford, - - -	1,399,330	1,395,790
Hamden, - - -	1,675,430	1,690,805
Madison, - - -	741,926	732,642
Meriden, - - -	10,144,956	10,408,442
Middlebury, - - -	253,989	254,781
Milford, - - -	1,181,829	1,162,430
Naugatuck, - - -	1,730,682	1,867,366
North Branford, - - -	472,251	473,884
North Haven, - - -	743,797	737,438
Orange, - - -	2,471,941	2,472,531
Oxford, - - -	362,277	362,883
Prospect, - - -	158,775	161,483
Seymour, - - -	1,184,663	1,209,839
Southbury, - - -	617,641	685,272
Wallingford, - - -	2,512,804	2,611,670
Waterbury, - - -	9,568,084	10,030,532
Wolcott, - - -	217,064	220,269
Woodbridge, - - -	400,474	399,957
Total, - - -	<u>\$94,196,990</u>	<u>\$94,846,235</u>

NEW LONDON COUNTY.

Towns.	October, 1886.	October, 1887.
New London, - - -	\$7,517,310	\$7,699,321
Norwich, - - -	12,960,527	13,186,569

Towns.			October, 1886.	October, 1887.
Bozrah,	-	-	\$473,347	\$461,592
Colchester,	-	-	1,211,888	1,053,028
East Lyme,	-	-	659,694	663,002
Franklin,	-	-	293,930	298,100
Griswold,	-	-	1,321,169	1,346,915
Groton,	-	-	1,859,753	1,842,862
Lebanon,	-	-	972,428	975,484
Ledyard,	-	-	486,879	467,366
Lisbon,	-	-	224,087	220,919
Lyme,	-	-	282,298	273,296
Montville,	-	-	1,025,689	1,059,745
No. Stonington,	-	-	690,875	698,358
Old Lyme,	-	-	459,296	460,349
Preston,	-	-	868,368	878,062
Salem,	-	-	191,198	202,459
Sprague,	-	-	1,158,451	1,171,811
Stonington,	-	-	5,113,223	5,090,664
Voluntown,	-	-	227,551	228,177
Waterford,	-	-	1,059,740	1,061,000
Total,	-	-	<u>\$39,057,701</u>	<u>\$39,339,079</u>

FAIRFIELD COUNTY.

Towns.			October, 1886.	October, 1887.
Bridgeport,	-	-	\$15,600,051	\$16,110,855
Bethel,	-	-	973,825	1,019,922
Brookfield,	-	-	576,942	572,233
Darien,	-	-	1,666,676	1,617,779
Danbury,	-	-	6,755,806	6,828,423
Easton,	-	-	418,989	410,923
Fairfield,	-	-	2,232,078	2,058,457
Greenwich,	-	-	4,270,807	4,347,929
Huntington,	-	-	1,384,315	1,418,070
Monroe,	-	-	494,219	474,046
New Canaan,	-	-	1,235,657	1,242,044
New Fairfield,	-	-	388,145	382,245
Newtown,	-	-	1,624,020	1,606,754
Norwalk,	-	-	5,568,978	5,715,498
Redding,	-	-	721,463	576,177

Towns.			October, 1886.	October, 1887.
Ridgefield,	-	-	\$1,153,676	\$1,274,476
Sherman,	-	-	357,063	352,916
Stamford,	-	-	8,132,493	8,317,015
Stratford,	-	-	1,625,718	1,621,562
Trumbull,	-	-	623,817	620,262
Weston,	-	-	387,968	368,958
Westport,	-	-	2,127,444	2,153,551
Wilton,	-	-	690,540	711,404
Total,	-	-	<u>\$59,010,690</u>	<u>\$59,801,499</u>

WINDHAM COUNTY.

Towns.			October, 1886.	October, 1887.
Brooklyn,	-	-	\$1,451,404	\$1,411,800
Ashford,	-	-	275,534	265,144
Canterbury,	-	-	482,166	484,418
Chaplin,	-	-	204,730	202,844
Eastford,	-	-	203,127	198,482
Hampton,	-	-	339,104	324,737
Killingly,	-	-	2,144,153	2,170,629
Plainfield,	-	-	1,735,640	1,681,780
Pomfret,	-	-	801,711	798,037
Putnam,	-	-	1,995,008	2,029,156
Scotland,	-	-	267,423	265,393
Sterling,	-	-	259,263	275,187
Thompson,	-	-	1,713,420	1,691,291
Windham,	-	-	4,146,127	4,165,345
Woodstock,	-	-	943,536	906,120
Total,	-	-	<u>\$16,962,346</u>	<u>\$16,870,363</u>

LITCHFIELD COUNTY.

Towns.			October, 1886.	October, 1887.
Litchfield,	-	-	\$2,019,443	\$2,013,629
Barkhamsted,	-	-	409,330	406,828
Bethlehem,	-	-	426,109	418,285
Bridgewater,	-	-	400,777	393,052
Canaan,	-	-	490,553	472,243
Colebrook,	-	-	396,857	394,458
Cornwall,	-	-	643,623	660,649
Goshen,	-	-	691,354	682,409

Towns.			October, 1886.	October, 1887.
Harwinton,	-	-	437,429	\$441,732
Kent,	-	-	482,351	478,733
Morris,	-	-	357,325	351,567
New Hartford,	-	-	1,061,200	1,042,057
New Milford,	-	-	2,020,021	2,045,194
North Canaan,	-	-	702,538	704,789
Norfolk,	-	-	840,338	849,486
Plymouth,	-	-	963,952	1,012,225
Roxbury,	-	-	428,477	434,105
Salisbury,	-	-	1,855,518	1,850,665
Sharon,	-	-	1,266,412	1,328,812
Thomaston,	-	-	1,579,003	1,528,575
Torrington,	-	-	1,707,601	1,749,616
Warren,	-	-	229,564	227,245
Washington,	-	-	981,334	985,129
Watertown,	-	-	1,420,443	1,450,400
Winchester,	-	-	2,919,637	2,964,296
Woodbury,	-	-	1,011,859	1,026,866
Total,	-	-	<u>\$25,743,048</u>	<u>\$25,913,045</u>

MIDDLESEX COUNTY.

Towns.			October, 1886.	October, 1887.
Middletown,	-	-	\$8,250,642	\$8,225,655
Haddam,	-	-	661,009	670,475
Chatham,	-	-	652,437	624,904
Chester,	-	-	465,204	461,115
Clinton,	-	-	640,168	629,189
Cromwell,	-	-	786,882	785,400
Durham,	-	-	477,267	476,645
East Haddam,	-	-	1,265,064	1,280,631
Essex,	-	-	936,885	896,643
Killingworth,	-	-	224,025	217,660
Middlefield,	-	-	538,202	566,212
Old Saybrook,	-	-	1,075,282	1,072,757
Portland,	-	-	1,856,971	1,856,762
Saybrook,	-	-	662,123	648,390
Westbrook,	-	-	493,221	501,667
Total,	-	-	<u>\$18,985,382</u>	<u>\$18,914,105</u>

TOLLAND COUNTY.

Towns.			October, 1886.	October, 1887.
Tolland,	-	-	\$335,849	\$343,532
Andover,	-	-	209,190	198,369
Bolton,	-	-	178,931	179,680
Columbia,	-	-	262,395	262,466
Coventry,	-	-	637,679	616,839
Ellington,	-	-	734,401	739,793
Hebron,	-	-	459,659	452,958
Mansfield,	-	-	566,971	579,661
Somers,	-	-	601,958	600,945
Stafford,	-	-	1,125,238	1,231,989
Union,	-	-	146,526	135,504
Vernon,	-	-	2,807,944	2,768,828
Willington,	-	-	232,281	229,901
Total,	-	-	<u>\$8,299,022</u>	<u>\$8,340,465</u>

COUNTIES.

Counties.			October, 1886.	October, 1887.
Hartford,	-	-	\$87,470,594	\$88,771,135
New Haven,	-	-	94,196,990	94,846,235
New London,	-	-	39,057,701	39,339,079
Fairfield,	-	-	59,010,690	59,801,499
Windham,	-	-	16,962,346	16,870,363
Litchfield,	-	-	25,743,048	25,913,045
Middlesex,	-	-	18,985,382	18,914,105
Tolland,	-	-	8,299,022	8,340,465
Total,	-	-	<u>\$349,725,773</u>	<u>\$352,795,926</u>

No. 1.

SESSIONS OF THE GENERAL ASSEMBLY.

For the Year Ending June 30, 1887.

1 Grant each for	
Debenture of the Senate, 1887, .	\$7,718.00
Debenture of the House of Representa-	
tives, 1887, .	<u>80,154.50</u>
	\$87,872.50

Senate.

1 Grant each for	
Austin Brainard for his salary as clerk,	\$1,200.00
Austin Brainard for Clerical assistance	
and Office rent, - - -	713.50
George D. Curtiss, preparing list of Com-	
mittee meetings, - - -	131 50
A. J. Erwin, for services as Messenger, -	324.00
W. K. Maples, for services as Messenger, -	335.00
George W. Anderson, for services as	
Doorkeeper, - - - -	339.00
J. R. Gay, 2d, for services as Doorkeeper,	329.00
J. L. Wilson, for services as Doorkeeper,	308.50
George S. Jefferies, for services as Door-	
keeper, - - - -	309.00
W. A. Countryman, for special services, -	200.00
C. W. Pickett, for special services, -	200.00
E. M. Graves, for special services, -	200.00
W. Schlein, for special services, - -	200.00
C. J. Marr, for special services, - -	200.00
B. W. Maples, for special services, -	200.00
George D. Curtiss, for special services, -	200.00
A. A. Browning, for special services, -	200.00
A. J. Erwin, for special services, -	100.00
W. K. Maples, for special services, -	100.00
J. L. Wilson, for special services, -	100.00
J. R. Gay, 2d, for special services, -	100.00
Geo. W. Anderson, for special services, -	100.00
Geo. S. Jefferies, for special services, -	100.00
David G. Downey, for services as Chaplain,	300.00
C. O. Baldwin, for ribbon stamps, -	31.30
T. W. Morgan, for engrossing resolutions,	5.00
Brown & Gross, for stationery furnished	
by the clerk, - - - -	699.86
C. H. Thomas, for services in 1886, -	50.00
J. F. Lester, for services in 1886, -	50.00
L. D. Converse, for services in 1886, -	50.00
Geo. W. Anderson, for services in 1886, -	50.00
Oliver A. Hiscock, for services in 1886, -	50.00

 \$7,475.66

House of Representatives.

1 Grant each for

John A. Tibbits, for services,	-	-	\$10.00
C. O. Baldwin, for ribbon stamps,	-	-	28 50
W. W. Dibble, for plan of House of Representatives,	-	-	32.00
W. J. McConville, for his salary as clerk,	1,000.00		
W. J. McConville, for contingent expenses and office rent,	-	-	400.00
Saml. A. Eddy, for his salary as assistant clerk,	-	-	600.00
Samuel A. Eddy, for office rent, mileage and expenses,	-	-	430.50
Harlan P. Smith, for services as Chaplain,	300.00		
M. S. Buckland, for services as Messenger,	302.00		
D. B. Mansfield, for services as Messenger,	326.50		
D. C. Broderick, for services as Messenger,	342.00		
W. S. Hooper, for services as Messenger,	327.50		
M. S. Buckland, for special services,	-	25.00	
D. B. Mansfield, for special services,	-	25.00	
D. C. Broderick, for special services,	-	25.00	
W. S. Hooper, for special services,	-	25.00	
Chas. P. Fitch, for services as Doorkeeper,	332.50		
Geo. L. Carey, for services as Doorkeeper,	325.00		
E. S. Severy, for services as Doorkeeper,	330.00		
Daniel Cahill, for services as Doorkeeper,	307.50		
D. S. Simmons, for services as Doorkeeper,	332.00		
Geo. F. Tyler, for services as Doorkeeper,	314.00		
Chas. P. Fitch, for special services,	-	25.00	
Geo. L. Carey, for special services,	-	25.00	
E. S. Severy, for special services,	-	25.00	
Daniel Cahill, for special services,	-	25.00	
D. S. Simmons, for special services,	-	25.00	
Geo. F. Tyler, for special services,	-	25 00	
E. W. Moore, for services rendered Debenture Committee,	-	-	50.00
T. W. Morgan, for engrossing resolutions,	5.00		
David W. Thompson, for expenses of contesting his right to a seat in the House,	-	-	167.68

1 Grant each for	
Fred'k Stockman, for expenses in defend- ing his right to a seat in the House, -	\$146.69
Seth D. Bingham, for expenses of contest- ing his right to a seat in the House, -	174.57
Owen E. Case, for expenses in defending his right to a seat in the House, -	147.25
Elisha S. Thomas, for expenses of contest- ing his right to a seat in the House,	100.00
John S. Morgan, for expenses in defending his right to a seat in the House, -	100.00
H. B. Graves, for expenses of contesting his right to a seat in the House, -	100.00
L. W. Wessels, for expenses in defending his right to a seat in the House, -	100.00
Preston Atwood, for expenses of contest- ing his right to a seat in the House, -	184.75
Michael F. Skelley, for expenses in defend- ing his right to a seat in the House, -	142.36
E. R. Brown, for expenses in contesting his right to a seat in the House, -	50.00
W. C. Graham, for services as steno- grapher, - . . . -	140.00
George D. Curtis, for preparing list of com- mittee meetings, . . . -	228.23
A. M. Downs, for special services, -	200.00
Edward J. Lawlor, for special services, -	200.00
C. L. Howard, for special services, -	200.00
T. J. Campion, for special services, -	200.00
Wm. F. Clark, for special services, -	200.00
E. B. Lounsbury, for special services, -	200.00
Howard C. Webb, for special services, -	200.00
J. C. Kinney, for special services, -	200.00
W. F. Graham, for special services, -	200.00
F. H. Nash, for special services, -	200.00
A. S. Hotchkiss, for special services, -	200.00
Emily Lester, for special services, -	50.00
Henry St. John, for portrait of the speaker,	25.00
Brown & Gross, for stationery furnished by the clerk, - . . . -	561.38

 \$10,962.91

General Assembly.

1 Grant each for

C. A. Russell, Secretary of State, for legislative statistics, - - -	\$65.00
S. W. Barrows & Co., for stationery, - -	169.73
R. S. Hinman, for preparing legislative statistics, - - - -	125.00
Mrs. R. S. Hinman, for preparing legislative statistics, - - - -	75.00
Edith Havens, for preparing legislative statistics, - - - -	75.00
D. W. C. Pond, for stationery, - - -	87.05
Mrs. R. S. Hinman, for services rendered to engrossing committee, - - -	500.00
William C. Case, for salary as clerk of bills, - - -	500.00
William C. Case, for services and expenses, - - -	200.00
Ezra B. Wheeler, for services in care of committee rooms, - - - -	333.50
Paul B. Green, for services as assistant State house keeper, - - - -	325.00
James Sheehan, for care of coat room, - -	320.00
F. R. Jackson, for care of coat room, - -	330.00
Plimpton Manfg. Co., for stationery, - -	77.68
E. Burroughs Brown, for expenses as member of committee on engrossed bills, - -	15.81
E. J. Doolittle, for expenses as member of committee on engrossed bills, - -	10.72
T. W. Morgan, for engrossing resolutions, - -	26.00
Brown & Gross, for stationery furnished by the Comptroller, - - - -	582.83

3,818.32

\$110,129.39**For the Year Ending June 30, 1888.***Senate.*

Orders in favor of :

Austin Brainard, clerk, for indexing Senate Journal, - - - -	\$200.00
C. H. Case, for engraving for Lieut.-Governor, - - - -	8.00

\$208.00

House of Representatives.

Orders in favor of		
W. J. McConville, clerk, for indexing Journal of the		
House of Representatives, -	-	\$200.00
C. H. Case, for engraving for the speaker,		9.00
John M. Hall, for services, -	-	10.00
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		219.00
		<hr/>
		\$427.00
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No. 2.

SALARIES AND EXPENSES IN EXECUTIVE OFFICES.

For the year ending June 30, 1887.

Executive Department.

SALARIES.

Orders in favor of		
Henry B. Harrison, Governor, -	-	\$3,000.00
Phineas C. Lounsbury, Governor, -	-	1,000.00
Arthur S. Osborn, Executive Secretary, -	-	700.00
Geo. P. McLean, Executive Secretary, -	-	500.00
Frank D. Rood, Executive Clerk, -	-	1,200.00

EXPENSES.

Orders in favor of		
A. S. Osborn, Executive Secretary, for		
Office expenses, -	-	144.60
G. P. McLean, Executive Secretary, for		
Office expenses, -	-	70.91
E. Habenstein, for Inaugural Entertain-		
ment, -	-	300.00
C. B. Boardman, Carriages for Inaugural		
parade, -	-	70.00
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\$6,985.51

Lieutenant-Governor.

Orders in favor of		
Lorain A. Cooke, for his salary as Lieu-		
tenant-Governor, -	-	\$375.00

Secretary's Office.

SALARIES.

Orders in favor of		
Chas. A. Russell, Secretary,	-	\$875.00
L. M. Hubbard, Secretary,	-	625.00
R. S. Hinman, Chief Clerk,	-	1,800.00
R. J. Dwyer, Assistant Clerk,	-	1,400.00
S. P. Calef, Clerk,	-	337.50
Mrs. R. S. Hinman, Assistant,	-	510.00
Edith Havens, Assistant,	-	138.75

EXPENSES.

Orders in favor of		
C. A. Russell, Secretary, for Office expenses,	100.03	
L. M. Hubbard, Secretary, for Office ex-		
penses,	-	112.84
F. S. Hasbrouck & Co., for File Cases,	-	27.25
C. P. Stuart, for Portraits,	-	36.00
W. H. Bulkeley & Co.,	-	13.75

\$5,976.12

Treasurer's Office.

SALARIES.

Orders in favor of		
V. B. Chamberlain, Treasurer,	-	\$700.00
Alexander Warner, Treasurer,	-	500.00
George Williams, Chief Clerk,	-	1,800.00
S. N. Raymond, Assistant Clerk,	-	816.66
W. P. Huxford, Assistant Clerk,	-	583.34

EXPENSES.

Orders in favor of		
V. B. Chamberlain, for Office expenses,	-	170.43
Alexander Warner, " " "	-	124.90
F. S. Hasbrouck & Co., for file cases,	-	28.15
W. H. Dodd & Co., for check books,	-	16.00
S. W. Barrows & Co., for stationery,	-	54.45
Kellogg & Bulkeley Co., for stationery,	-	22.50
J. E. Scanlan, Auditor,	-	50.00
F. E. Rogers, " " "	-	50.00

Orders in favor of

Hyde, Gross & Hyde, for legal services, ..	\$1,360.54
W. H. Post & Co., for shades, etc.,	30.10
American Bank Note Co., for engraving bonds,	350.00
E. B. Dillingham, for advertising bonds,	1,019.83

\$7,676.90

Comptroller's Office.

SALARIES.

Orders in favor of

Luzerne I. Munson, Comptroller,	- \$875.00
Thomas Clark, Comptroller,	- 625.00
Emerson W. Moore, Chief Clerk,	- 1,800.00
Louis B. Hubbard, Assistant Clerk,	- 1,400.00

EXPENSES.

Orders in favor of

E. W. Moore, for office expenses, -	\$214.22
F. S. Hasbrouck & Co., for file cases, -	33.45
R. H. Smith Mfg. Co., for office stamps, -	12.00

\$4,959.67

\$25,973.20

For the Year ending June 30, 1888.

Executive Department.

SALARIES.

Orders in favor of

Phineas C. Lounsbury, Governor,	- \$4,000.00
Geo. P. McLean, Executive Secretary,	- 1,200.00
Frank D. Rood, Executive Clerk,	- 1,200.00

EXPENSES.

Orders in favor of

G. P. McLean, for office expenses,	- 143.05
H. I. Thompson, for portrait of the Gov- ernor,	474.00
H. C. Robinson, for legal services,	- 20.00
J. E. Scanlan, Auditor,	- 10.00
F. E. Rogers, Auditor,	- 10.00

\$7,057.05

Lieutenant-Governor.

Orders in favor of			
Jas. L. Howard, for his salary as Lieutenant-Governor,	-	-	\$250.00
Kellogg & Bulkeley Co., for stationery,	-		15.00
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\$265.00

Secretary's Office.

SALARIES.

Orders in favor of			
L. M. Hubbard, Secretary,	-	-	\$1,500.00
R. S. Hinman, Chief Clerk,	-	-	1,800.00
R. J. Dwyer, Assistant Clerk,	-	-	1,400.00
S. P. Calef, Clerk,	-	-	825.00
Mrs. A. F. Hinman, Assistant,	-	-	140.00

EXPENSES.

Orders in favor of			
L. M. Hubbard, Secretary, office expenses,			\$162.78
L. M. Hubbard, Secretary, expenses,	-		7.00
C. O. Winter, for engrossing,	-	-	10.00
J. E. Scanlan, Auditor,	-	-	10.00
F. E. Rogers, Auditor,	-	-	10.00
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\$5,864.78

Treasurer's Office.

SALARIES.

Orders in favor of			
Alexander Warner, Treasurer,	-	-	\$1,100.00
Geo. Williams, Chief Clerk,	-	-	1,800.00
Wm. P. Huxford, Assistant Clerk,	-	-	723.33
B. F. Marsh, Assistant Clerk,	-	-	654.81

EXPENSES.

Orders in favor of			
Alexander Warner, for office expenses,	-		\$302.18
Alexander Warner, for expenses,	-		66.37
S. W. Barrows & Co., for stationery,	-		17.80
Kellogg & Bulkeley Co., for stationery,	-		10.00
J. E. Scanlan, Auditor,	-	-	70.00

Orders in favor of			
F. E. Rogers, Auditor,	-	-	\$70.00
Yale & Towne Mfg. Co., for repairing time			
lock,	-	-	50.00
Damon Safe and Iron Works,	-	-	25.00
Herring & Co., for safe,	-	-	1,500.00
Hyde, Gross & Hyde, for legal services,	-	-	559.10
Samuel Fessenden, for legal services,	-	-	200.00

\$7,148.59

Comptroller's Office.

SALARIES.

Orders in favor of			
Thomas Clark, Comptroller,	-	-	\$1,500.00
Emerson W. Moore, Chief Clerk,	-	-	1,800.00
Louis B. Hubbard, Assistant Clerk,	-	-	1,400.00

EXPENSES.

Orders in favor of			
Thomas Clark, for expenses,	-	-	\$108.26
Emerson W. Moore, for office expenses,	-	-	247.88
Allen Tenny, for legal services,	-	-	20.00
W. H. Barnard, for stationery,	-	-	17.35
Kellogg & Bulkeley Co., for stationery,	-	-	6.00

\$5,099.49

\$25,434.91

No. 3.

JUDICIAL EXPENSES.

For the Year ending June 30, 1887.

Salaries of Judges.

Supreme Court.

John D. Park, Chief Justice,	-	-	\$4,500.00
Elisha Carpenter, Associate,	-	-	4,000.00

Dwight W. Pardee, Associate, -	-	\$4,000.00
Dwight Loomis, Associate, -	-	4,333.33
Miles T. Granger, Associate, -	-	2,833.32
Sidney B. Beardsley, Associate, -	-	3,999.98

\$23,666.63

Superior Courts.

Orders in favor of

Edward I. Sanford, -	-	\$4,000.00
Chas. B. Andrews, -	-	4,000.00
Henry Stoddard, -	-	4,333.33
David Torrance, -	-	4,000.00
James Phelps, -	-	4,000.00
Augustus H. Fenn, -	-	999.99

\$21,333.32

Courts of Common Pleas.

David S. Calhoun, Hartford County, -	\$3,000.00
John P. Studley, New Haven County	
(Civil Side), -	3,000.00
Lucius P. Deming, New Haven County	
(Criminal Side), -	500.00
J. P. C. Mather, New London County, -	775.66
John G. Crump, New London County, -	1,724.34
Fred'k B. Hall, Fairfield County, -	3,000.00
Donald J. Warner, Litchfield County, -	3,000.00

\$15,000.00

Waterbury District Court.

Albert P. Bradstreet, -	-	\$2,000.00
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Expenses of Judges.

John D. Park, -	-	\$289 35
Elisha Carpenter, -	-	142.14
Dwight W. Pardee, -	-	82.44
Dwight Loomis, -	-	210.21
Miles T. Granger, -	-	350.66
Sidney B. Beardsley, -	-	166.80
Edward I. Sanford, -	-	171.09
Chas. B. Andrews, -	-	461.76
Henry Stoddard, -	-	443.49

David Torrance, -	-	-	\$333.78
James Phelps, -	-	-	528.54
Augustus H. Fenn. -	-	-	151.95

\$3,332.21

Salaries of State Attorneys.

William Hamersley, Hartford County, -	\$2,500.00
Tilton E. Doolittle, New Haven County,	2,750.00
John M. Thayer, New London County, -	1,666.66
Samuel Fessenden, Fairfield County, -	2,750.00
John J. Penrose, Windham County, -	1,083.33
James Huntington, Litchfield County, -	1,600.00
Wm. T. Elmer, Middlesex County, -	1,400.00
B. H. Bill, Tolland County, -	1,000.00
Geo. E. Terry, Asst. Att'y, New Haven County, -	550.00

\$15,299.99

John Hooker, Reporter of Supreme Court,	\$4,000.00
Chas. W. Johnson, Clerk of Supreme Court,	1,500.00

\$5,500.00

Court Expenses.

Superior Court, Hartford County.

Chas. W. Johnson, Clerk —

310 Bills of Costs, -	-	\$8,539.01
Balance of Jury Debenture, -	-	2,600.00
Attendance of Sheriff and disbursements,	4,427.27	
County Coroner's expenses, -	-	1,275.85
Court Stenographer, -	-	2,411.70
Supreme Court Records, -	-	651.50
Rewards for Conviction of horse thieves,	200.00	
Balance due at Annual Settlement, -	1,233.68	

\$21,339.01

Superior Court, New Haven County.

Jonathan Ingersoll, Clerk —

1,225 Bills of Costs, -	-	\$28,685.24
Balance of Jury Debenture, -	-	4,986.94
Attendance of Sheriff, and disbursements	6,546.99	

County Coroner's expenses,	-	-	\$2,848.17
Court Stenographer,	-	-	3,887.17
Supreme Court Records,	-	-	4,401.00
Reward, conviction of horse thief,	-	-	100.00
Oyster Ground Committee, Madison,	-	-	44.40
Balance due at Annual Settlement,	-	-	688.50
State Attorney, for Detectives employed,			175.00

\$52,363.41

Superior Court, New London County.

John C. Averill, Clerk —

197 Bills of Costs,	-	-	\$5,731.16
Balance of Jury Debenture,	-	-	1,479.92
Attendance of Sheriff and disbursements,			3,192.73
County Coroner's expenses,	-	-	873.53
Court Stenographer,	-	-	991.40

\$12,268.74

Superior Court, Fairfield County.

Samuel B. Sumner, Clerk —

492 Bills of Costs,	-	-	\$19,434.82
Balance of Jury Debenture,	-	-	3,236.68
Attendance of Sheriff and disbursements,			4,834.62
County Coroner's expenses,	-	-	3,659.69
Court Stenographer,	-	-	4,030.35
Supreme Court Records,	-	-	930.00
Rewards, conviction of horse thieves,	-	-	300.00
Balance due at Annual Settlement,	-	-	788.47

\$37,214.63

Superior Court, Windham County.

Samuel H. Seward, Clerk —

247 Bills of Costs,	-	-	\$5,495.74
Balance Jury Debenture,	-	-	1,809.86
Attendance of Sheriff and disbursements,			1,323.53
County Coroner's expenses,	-	-	466.30
Court Stenographer,	-	-	570.00
Supreme Court Records,	-	-	502.75
Balance due at Annual Settlement,	-	-	753.62
David Greenslit, Admr., Balance due estate			
of E. L. Cundall, late Clerk,	-	-	277.59

\$11,199.39

Superior Court, Litchfield County.

W. L. Ransom, Clerk —

168 Bills of Costs,	-	-	\$6,547.48
Balance of Jury Debenture,	-	-	522.99
Attendance of Sheriff and disbursements,			622.93
County Coroner's expenses,	-	-	329.45
Court Stenographer,	-	-	57.40
Supreme Court Records,	-	-	31.00
Reward, conviction of horse thief,	-		100.00
Balance due at Annual Settlement,	-		832.17

\$9,043.42

Superior Court, Middlesex County.

C. G. R. Vinal, Clerk —

69 Bills of Costs,	-	-	\$3,284.22
Balance of Jury Debenture,	-	-	1,470.70
Attendance of Sheriff and disbursements,			1,354.31
County Coroner's Expenses,	-	-	1,605.94
Court Stenographer,	-	-	613.60
Supreme Court Records,	-	-	75.00
Reward, conviction of horse thief,	-		100.00
Balance due at Annual Settlement,	-		293.95
State Attorney, Detectives employed,			118.47

\$8,916.19

Superior Court, Tolland County.

E. O. Dimock, Clerk —

75 Bills of Costs,	-	-	\$2,428.32
Balance of Jury Debenture,	-	-	829.39
Attendance of Sheriff and disbursements,			1,420.23
County Coroner's expenses,	-	-	345.98
Court Stenographer,	-	-	286.15
Balance due at Annual Settlement,	-		334.32

\$5,644.39

Court of Common Pleas, Hartford County.

C. E. Fellowes, Clerk —

Balance of Jury Debenture,	-	-	\$1,683.78
Attendance of Sheriff and disbursements,			2,087.50

\$3,771.28

Court of Common Pleas, New Haven County (Civil Side).

H. E. Benton, Clerk —

Balance of Jury Debenture,	-	-	\$1,773.80
Attendance of Sheriff and disbursements,			2,577.40

\$4,351.20

(Criminal Side.)

Jonathan Ingersoll, Clerk —

20 Bills of Costs,	-	-	\$553.21
Balance of Jury Debenture,	-	-	324.02
Attendance of Sheriff and disbursements,			127.50
Court Stenographer,	-	-	41.60
Balance due at Annual Settlement,	-		78.95

\$1,125.28

Court of Common Pleas, New London County.

O. W. Brown, Clerk —

Attendance of Sheriff and disbursements,			\$609.31
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John C. Averill, Clerk —

Balance of Jury Debenture,	-	-	1,060.52
Attendance of Sheriff and disbursements,			664.86

\$2,334.69

Court of Common Pleas, Fairfield County.

W. R. Shelton, Clerk —

Balance of Jury Debenture,	-	-	\$2,147.02
Attendance of Sheriff and disbursements,			1,361.06

\$3,508.08

Court of Common Pleas, Litchfield County.

W. F. Hurlbut, Clerk —

Balance of Jury Debenture,	-	-	\$400.65
Attendance of Sheriff and disbursements,			1,000.00

\$1,400.65

Waterbury District Court.

D. F. Webster, Clerk —

Attendance of Sheriff and disbursements,			\$2,382.51
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\$262,995.22

For the year ending June 30, 1888.

Salaries of Judges.

Supreme Court.

John D. Park, Chief Justice,	-	-	\$4,500.00
Elisha Carpenter, Associate,	-	-	4,000.00
Dwight W. Pardee, Associate,	-	-	4,000.00
Dwight Loomis, Associate,	-	-	4,000.00
Sidney B. Beardsley, Associate,	-	-	3,333.32

\$19,833.32

Superior Court.

Edward I. Sanford,	-	-	\$3,999.96
Chas. B. Andrews,	-	-	4,000.00
Henry Stoddard,	-	-	2,666.68
David Torrance,	-	-	3,999.96
James Phelps,	-	-	2,333.33
Augustus H. Fenn,	-	-	3,999.98

\$20,999.91

Courts of Common Pleas.

David S. Calhoun, Hartford County,	-	\$3,000.00
John P. Studley, New Haven County		
(Civil side),	-	3,000.00
Lucius P. Deming, New Haven County		
(Criminal side),	-	3,000.00
John G. Crump, New London County,	-	2,499.96
Frederick B. Hall, Fairfield County,	-	3,000.00
Donald J. Warner, Litchfield County,	-	3,000.00

\$17,499.96

Waterbury District Court.

Albert P. Bradstreet,	-	-	\$2,750.00
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Expenses of Judges.

John D. Park,	-	-	\$291.07
Elisha Carpenter,	-	-	104.13
Dwight W. Pardee,	-	-	85.27
Dwight Loomis,	-	-	198.77
Sidney B. Beardsley,	-	-	192.06

Edward I. Sanford,	-	-	-	291.04
Chas. B. Andrews,	-	-	-	467.95
Henry Stoddard,	-	-	-	134.53
David Torrance,	-	-	-	338.76
James Phelps,	-	-	-	218.25
Augustus H. Fenn,	-	-	-	485.23

\$2,807.06

Salaries of State Attorneys.

William Hamersley, Hartford County,	\$2,500.00
Tilton E. Doolittle, New Haven County,	2,750.00
John M. Thayer, New London County,	2,000.00
Samuel Fessenden, Fairfield County,	2,750.00
John J. Penrose, Windham County,	1,000.00
James Huntington, Litchfield County,	1,600.00
William T. Elmer, Middlesex County,	1,399.99
B. H. Bill, Tolland County,	1,000.00
George E. Terry, Assistant State Attorney for New Haven County,	600.00

\$15,599.99

Salaries of Sheriffs.

A. W. Spaulding, Hartford County,	-	\$1,000.00
Robert O. Gates, New Haven County,	-	999.98
Frank Hawkins, New London County,	-	1,000.00
Robert L. Clarkson, Fairfield County,	-	1,000.00
C. B. Pomeroy, Windham County,	-	999.98
Henry J. Allen, Litchfield County,	-	999.96
John I. Hutchinson, Middlesex County,	-	999.96
John H. Buell, Tolland County,	-	999.99

\$7,999.87

John Hooker, Reporter of Supreme Court,	-	-	-	3,999.98
Charles W. Johnson, Clerk of Supreme Court,	-	-	-	1,500.00
George M. Gunn, Prosecuting Attorney for New Haven County,	-	-	-	2,333.28

\$7,833.26

Court Expenses.

Superior Court, Hartford County.

Charles W. Johnson, Clerk —

250 Bills of Costs,	-	-	-	\$6,716.81
Balance of Jury Debenture,	-	-	-	3,505.88
Attendance of Sheriff and Disburse-				
ments,	-	-	-	3,758.28
County Coroner's Expenses,	-	-	-	1,470.15
Court Stenographer,	-	-	-	1,837.50
Rewards for Conviction of Horse				
Thieves,	-	-	-	200.00
Expenses for Hartford Bridge Hearing,-				388.60
Balance due at Annual Settlement,	-			198.93

 \$18,076.15

Superior Court, New Haven County.

Jonathan Ingersoll, Clerk —

581 Bills of Cost,	-	-	-	\$17,773.12
Balance of Jury Debenture,	-	-	-	4,505.28
Attendance of Sheriff and Disburse-				
ments,	-	-	-	6,027.12
County Coroner's Expenses,	-	-	-	4,453.51
Court Stenographer,	-	-	-	4,297.45
Supreme Court Records,	-	-	-	5,509.50
Balance due at Annual Settlement,	-			139.97
State Attorney for Detectives Employed,				246.20

 \$42,952.15

Superior Court, New London County.

John C. Averill, Clerk —

404 Bills of Cost,	-	-	-	\$8,960.68
Balance of Jury Debenture,	-	-	-	2,384.82
Attendance of Sheriff and Disburse-				
ments,	-	-	-	2,748.89
County Coroner's Expenses,	-	-	-	1,233.77
Court Stenographer,	-	-	-	1,096.30
Supreme Court Records,	-	-	-	486.00
Balance due at Annual Settlement,	-			93.90

 \$17,004.36

Superior Court, Fairfield County.

Samuel B. Sumner, Clerk —

529 Bills of Costs,	-	-	-	\$21,030.30
Balance of Jury Debenture,	-	-	-	2,824.50
Attendance of Sheriff and Disburse-				
ments,	-	-	-	5,537.33
County Coroner's expenses,	-	-	-	2,319.47
Court Stenographer,	-	-	-	1,993.47
Rewards for Conviction of Horse				
Thieves,	-	-	-	200.00
Supreme Court Records,	-	-	-	2,089.00
Balance due at Annual Settlement,				512.38

\$36,506.45

Superior Court, Windham County.

Samuel H. Seward, Clerk —

254 Bills of Costs,	-	-	-	\$7,723.64
Balance of Jury Debenture,	-	-	-	1,601.94
Attendance of Sheriff and Disburse-				
ments,	-	-	-	1,311.74
County Coroner's Expenses,	-	-	-	346.58
Court Stenographer,	-	-	-	640.30
Supreme Court Records,	-	-	-	232.25
Balance due at Annual Settlement,	-	-	-	54.13

\$11,910.58

Superior Court, Litchfield County.

Dwight C. Kilbourn, Clerk —

148 Bfls of Cost,	-	-	-	\$7,308.80
Balance of Jury Debenture,	-	-	-	1,158.56
Attendance of Sheriff and Disburse-				
ments,	-	-	-	746.37
County Coroner's expenses,	-	-	-	345.63
Court Stenographer,	-	-	-	200.90
Rewards for Conviction of Horse				
thieves,	-	-	-	500.00
Supreme Court Records,	-	-	-	35.05
Balance due at Annnal Settlement,	-	-	-	755.66

\$11,050.97

Superior Court, Middlesex County.

Chas. G. R. Vinal, Clerk —

64 Bills of Cost,	-	-	-	\$2,913.88
Balance of Jury Debenture,	-	-	-	703.78
Attendance of Sheriff and Disburse-				
ments,	-	-	-	1,307.11
County Coroner's expenses,	-	-	-	1,420.29
Court Stenographer,	-	-	-	451.00
Reward for conviction of Horse				
Thief,	-	-	-	100.00
Supreme Court Records,	-	-	-	251.75
Balance due at Annual Settlement,	-	-	-	284.34

\$7,432.15

Superior Court, Tolland County.

E. O. Dimock, Clerk —

83 Bills of Cost,	-	-	-	\$5,000.00
Balance of Jury Debenture,	-	-	-	1,753.60
Attendance of Sheriff and Disburse-				
ments,	-	-	-	1,025.97
County Coroners' expenses,	-	-	-	289.71
Court Stenographer,	-	-	-	480.75
Supreme Court Records,	-	-	-	350.50
Balance due at Annual Settlement,	-	-	-	134.05

\$9,034.58

Court of Common Pleas, Hartford County.

Chas. E. Fellowes, Clerk —

Balance of Jury Debenture,	-	-	-	\$746.16
Attendance of Sheriff and Disburse-				
ments,	-	-	-	2,085.00

\$2,831.16

Court of Common Pleas, New Haven County (Civil Side).

H. E. Benton, Clerk —

Balance of Jury Debenture,	-	-	-	2,499.76
Attendance of Sheriff and Disburse-				
ments,	-	-	-	3,195.47

\$5,695.23

Court of Common Pleas, New Haven County (Criminal Side).

Jonathan Ingersoll, Clerk —

430 Bills of Costs,	-	-	-	\$7,889.27
Balance of Jury Debenture,	-	-	-	2,810.25
Attendance of Sheriff and Disburse-				
ments,	-	-	-	1,492.05
Court Stenographer,	-	-	-	607.90

\$12,799.47

Court of Common Pleas, New London County.

John C. Averill, Clerk —

Balance of Jury Debenture,	-	-	\$165.64
Attendance of Sheriff and Disburse-			
ments,	-	-	1,071.78

\$1,237.42

Court of Common Pleas, Fairfield County.

W. R. Shelton, Clerk —

Balance of Jury Debenture,	-	-	\$1,158.84
Attendance of Sheriff and Disburse-			
ments,	-	-	2,373.41
Balance due at Annual Settlement,	-	-	221.47

\$3,753.72

Court of Common Pleas, Litchfield County.

W. F. Hurlburt, Clerk —

Balance of Jury Debenture,	-	-	\$626.63
Attendance of Sheriff and Disburse-			
ments,	-	-	1,240.31
Balance due at Annual Settlement,	-	-	133.71

\$2,000.65

Waterbury District Court.

D. F. Webster, Clerk —

Balance of Jury Debenture,	-	-	\$876.17	
Attendance of Sheriff and Disburse-				
ments,	-	-	2,055.32	\$2,931.49
				<u>\$280,539.90</u>

No. 4.

BOARD OF PRISONERS IN COUNTY JAILS.

For the year ending June 30, 1887.

HARTFORD COUNTY.

Orders in favor of		
C. W. Johnson, Clerk, for Board of		
Prisoners,		\$22,881.86

NEW HAVEN COUNTY.

Orders in favor of		
Jonathan Ingersoll, Clerk, for Board of		
Prisoners,		27,548.17

NEW LONDON COUNTY.

Orders in favor of		
John C. Averill, Clerk, for Board of		
Prisoners,		8,488.49

FAIRFIELD COUNTY.

Orders in favor of		
Samuel B. Sumner, Clerk, for Board of		
Prisoners in Bridgeport,	\$9,234.82	
Samuel B. Sumner, Clerk, for Board of		
Prisoners in Danbury,	1,623.36	
		<hr/>
		10,858.18

WINDHAM COUNTY.

Orders in favor of		
Samuel H. Seward, Clerk, for Board of		
Prisoners,		1,170.55

LITCHFIELD COUNTY.

Orders in favor of		
W. L. Ransom, Clerk, for Board of		
Prisoners,		3,774.53

MIDDLESEX COUNTY.

Orders in favor of	
C. G. R. Vinal, Clerk, for Board of	
Prisoners, - - - -	\$2,225.86

TOLLAND COUNTY.

Orders in favor of	
Erwin O. Dimock, Clerk, for Board of	
Prisoners, - - - -	1,333.51
	<u>\$78,281.15</u>

For the year ending June 30, 1888.

HARTFORD COUNTY.

Orders in favor of	
C. W. Johnson, Clerk, for Board of	
Prisoners, - - - -	\$21,671.51

NEW HAVEN COUNTY.

Orders in favor of	
Jonathan Ingersoll, Clerk, for Board of	
Prisoners, - - - -	29,395.50

NEW LONDON COUNTY.

Orders in favor of	
John C. Averill, Clerk, for Board of	
Prisoners, - - - -	7,439.85

FAIRFIELD COUNTY.

Orders in favor of	
Samuel B. Sumner, Clerk, for Board of	
Prisoners in Bridgeport, - -	\$16,100.99
Samuel B. Sumner, Clerk, for Board of	
Prisoners in Danbury, - -	2,112.12
	<u>18,213.11</u>

WINDHAM COUNTY.

Orders in favor of	
Samuel H. Seward, Clerk, for Board of	
Prisoners, - - - -	4,494.91

LITCHFIELD COUNTY.

Orders in favor of

D. C. Kilbourn, Clerk, for Board of Prisoners,	\$4,218.93
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MIDDLESEX COUNTY.

Orders in favor of

C. G. R. Vinal, Clerk, for Board of Prisoners,	3,065.54
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TOLLAND COUNTY.

Orders in favor of

Erwin O. Dimock, Clerk, for Board of Prisoners, -	1,236.46
	<u>\$89,735.81</u>

No. 5.

STATE CAPITOL AND GROUNDS.

For the year ending June 30, 1887.

STATE CAPITOL.

Orders in favor of

William Dibble, for his salary as Superintendent, -	\$1,400.00
Henry A. Cooley, for his salary as Assistant Superintendent, -	1,200.00
William Dibble, for weekly pay rolls of employees, -	10,708.00
William Dibble, for bills paid and expenses as Superintendent, -	796.84

JULY.

Southern New England Telephone Co., -	80.00
Moore & Wyman, for supplies, -	21.23
Seidler & May, for furniture, -	107.51
Boston Furniture Co., for furniture, -	20.50
Abner Church, for supplies, -	9.63
E. Taylor & Son, for lumber, -	14.69

AUGUST.

Orders in favor of

Boyle & Smith, for plumbing, -	\$45.62
H. E. Patten, for cleaning carpets, -	119.23
Geo. W. Newton & Son, for coal, -	3,578.25
E. Taylor & Son, for lumber, -	35.89
Hartford Silver Plate Co., for repairs, -	27.25
Knox & Cunningham, for supplies, -	47.60
Hart, Merriam & Co., carpets, -	223.98

SEPTEMBER.

Boyle & Smith, for plumbing, -	15.53
Hartford City Gas Light Co., -	147.70
W. H. Pickering & Co., for safety ap- pliance on elevator, -	59.27
Francis & Co., for supplies, -	161.22
Southern New England Telephone Co., -	80.00

OCTOBER.

Bissell & Budde, for repointing building, -	1,032.46
Hartford Chemical Co., for supplies, -	16.05
John R. Hills, for labor, -	12.10
Robert Walker, for painting, -	140.00

NOVEMBER.

Bissell & Budde, for repointing building, -	2,340.36
Boyle & Smith, for plumbing, -	4.53
Frank Beecher, for oil, -	105.52
Hartford Water Commissioners, -	263.50
E. Taylor & Son, for lumber, -	12.44
Connecticut Mutual Boiler Ins. Co., -	40.00
Henry Huber & Co., for supplies, -	14.40

DECEMBER.

Archer Pancoast Manufacturing Co., -	12.25
Holcomb & Sperry, for brushes, -	40.25
Lincoln & Co., for labor, -	50.80
Hartford City Gas Light Co., -	229.46
Bissell & Budde, for repointing building, -	247.33
T. P. Howell & Co., for supplies, -	48.36
Southern New England Telephone Co., -	80.00

JANUARY.

Orders in favor of

Boyle & Smith, for plumbing, -	\$8.29
J. H. Eckhardt & Co., for picture frames, -	11.75
E. Schall, for care of electric clocks, -	151.50
W. H. Post & Co., for carpets, -	79.56
Strickland & Shea, for lumber, -	48.40
Francis & Co., for hardware, -	41.96
P. H. Dunn, for labor and supplies, -	21.67

FEBRUARY.

Samuel J. Hussey & Co., for painting, -	111.18
E. Taylor & Son, for lumber, -	34.81
L. M. Hubbard, for picture frames, -	9.70
Charles F. Hurd & Co., for supplies, -	21.25
Olds & Whipple, for supplies, -	15.24

MARCH.

Holcomb & Sperry, for brushes, -	75.50
Boyle & Smith, for plumbing, -	3.02
Seidler & May, for furniture, -	183.91
Hartford City Gas Light Co., -	449.46
Southern New England Telephone Co., -	80.00

APRIL.

Boston Furniture Co., -	118.00
Howard H. Keep, for supplies, -	20.50
Hartford Chemical Co., for supplies, -	22.35
Pottier & Stymus Manufacturing Co., for supplies, -	33.63
E. Taylor & Son, for lumber, -	90.94
Bissell & Budde, for repointing building, -	352.51
H. L. Burt & Co., for plumbing, -	16.92

MAY.

Hart, Merriam & Co., for carpets, -	9.00
Hartford Water Commissioners, -	246.00
Hartford & Spring Brook Ice Company, -	399.31
A. Budde & Co., for repairs, -	15.00
Bissell & Budde, for repointing building, -	1,027.34

MAY.

Orders in favor of

J. P. Ford, painting, - - -	\$80.00
Samuel J. Hussey & Co., for painting, -	41.10
Hurd & Mellen, for supplies, - -	5.25
E. Howard & Co., for clock, - -	30.00
Standard Varnish Works, - -	35.00
P. H. Dunn, for supplies, - -	21.22
Seidler & May, for furniture, - -	29.47

JUNE.

Boyle & Smith, for plumbing, - -	23.48
W. & J. Sloane, for carpet for Lieut.- Governor's room, - - -	329.59
Herter Bros., for window hangings for Lieut.-Governor's room, - -	350.00
Pottier & Stymus Manufacturing Co., chairs for Lieut.-Governor's room, -	174.63
Hartford City Gas Light Co., - -	315.70
Bissell & Budde, for repointing building,	490.65
T. Sisson & Co., for supplies, - -	211.80
Southern New England Telephone Co., -	87.11

\$29,513 45

CAPITOL GROUNDS.

For the year ending June 30, 1887.

Orders in favor of

William Dibble, Superintendent, for weekly pay rolls of employees, -	\$2,562.07	
Hartford Electric Light Company, -	900.00	
James Mooney, for labor and supplies, -	35.33	
Mrs. E. H. Colt, for turf, - -	91.07	
William Brabazon, for labor, - -	108.00	
City of Hartford, for repairing driveways,	124.00	\$3,820.47
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		\$33,333.92
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STATE CAPITOL.

For the year ending June 30, 1888.

Orders in favor of .

William Dibble, for his salary as Superintendent,	-	-	\$1,400.00
Henry A. Cooley, for his salary as Assistant Superintendent,	-	-	1,200.00
William Dibble, for weekly pay rolls of employees,	-	-	10,987.34
William Dibble, for office expenses as Superintendent,	-	-	358.69
William Dibble, for sundry bills paid,			332.90

JULY.

James Mooney, for supplies,	-	-	28.34
Seidler & May, for furniture,	-	-	39.75
Hartford Coal Co., for coal,	-	-	3,045.52
J. H. & W. E. Cone, for supplies,	-	-	8.00
Conant Rubber Co., for supplies,	-	-	12.78
A. D. Vorce & Co., for framing portrait,			42.50
E. Taylor & Son, for lumber,	-	-	63.28
Bissell & Budde, for repointing building,			24.00
James L. Howard, Lieutenant-Governor, portrait,	-	-	59.65
W. H. Post & Co., for carpets,	-	-	86.82
Francis & Co., for supplies,	-	-	166.63
William W. Dibble, for portrait of Ex-Lieutenant-Governor William H. Bulkeley,	-	-	59.50

AUGUST.

Holcomb & Sperry, for brushes,	-	-	26.25
C. M. Talcott & Co., for supplies,	-	-	19.05
Frank J. Knox, for supplies,	-	-	8.97
Henry Huber & Co., for plumbing,	-	-	10.45
Lincoln & Co., for supplies,	-	-	57.52
Robbins Bros., for furniture,	-	-	35.00
H. L. Burt & Co., for labor on roof,	-	-	189.79
R. D. Hawley & Co., for supplies,	-	-	6.25
H. E. Patten, for cleaning carpets,	-	-	130.30
James Ahern, for plumbing,	-	-	8.17

SEPTEMBER.

Orders in favor of

Hartford City Gas Light Co.,	- . -	\$149.94
Boyle & Smith for plumbing,	- -	9.26
Strickland & Shea, for lumber,	- -	76.55
Southern New England Telephone Co.,	- -	93.34
T. Sisson & Co., for supplies,	- -	17.60
Wm. H. Bulkeley & Co., for supplies,	- -	26.25

OCTOBER.

Nason Manufacturing Co., for radiator,		11.20
W. W. Keller, for plumbing,	- -	10.40
Boyle & Smith, for plumbing,	- -	8.09
H. L. Burt & Co., for labor on roof,	- -	255.99
Seidler & May, for furniture,	- -	27.00
E. Taylor & Son, for lumber,	- -	29.45
James L. Howard & Co., for labor and supplies,	- - - -	42.90

NOVEMBER.

W. H. Post & Co., for carpets,	- . -	115.28
Connecticut Mutual Steam Boiler Insurance Co.,	- - - -	40.00
Hartford Water Commissioners,	- -	268.50
E. Taylor & Son, for lumber,	- -	79.88
Theodore Kassenbrook, for decorating Lieutenant-Governor's room,	- -	143.35
Holcomb & Sperry, for brushes,	- -	18.00
Plimpton Manufacturing Co., for supplies,		10.03
Frank J. Knox, for supplies,	- -	12.40
S. Duryea, for portraits of Ex-Lieutenant-Governors David Gallup and George G. Sumner,	- - - -	100.00
A. D. Vorce & Co., for framing portraits,		20.00

DECEMBER.

James L. Howard & Co., for supplies,		10.05
Southern New England Telephone Co.,		92.50
E. Taylor & Son, for lumber,	- -	25.50
E. Tucker's Sons, for supplies,	- -	103.85

DECEMBER.

Orders in favor of

Hartford City Gas Light Co.,	-	-	\$340.46
H. S. Pratt & Co., for supplies,	-	-	8.90
R. S. DeLamater, for portrait of Ex-Lieutenant-Governor Lorrin A. Cooke,			60.00
H. L. Burt & Co., for repairs of roof,	-	-	73.66
P. & F. Corbin, for supplies,	-	-	8.10
T. Sisson & Co., for supplies,	-	-	22.94
Strickland & Shea, for lumber,	-	-	34.23
Pratt & Cady Co., for supplies,	-	-	15.79
W. H. Post & Co., for carpets,	-	-	16.05
Holcomb & Sperry, for brushes,	-	-	24.00

JANUARY.

Thompson & Co., for repairs of safe lock,			7.11
James L. Howard & Co., for railing for Buckingham statue,	-	-	162.50
Bissell & Budde, for repairs on building,			479.89
Samuel J. Hussey & Co., for painting,	-	-	16.62
Francis & Co., for supplies,	-	-	90.67
Conant Rubber Co., for supplies,	-	-	12.78
E. Taylor & Son, for lumber,	-	-	29.26

FEBRUARY.

Boyle & Smith, for plumbing,	-	-	4.10
T. Sisson & Co., for supplies,	-	-	143.34
E. Taylor & Son, for lumber,	-	-	60.27
Holcomb & Sperry, for brushes,	-	-	39.00
Middletown Gas Light Co., for supplies,			28.55

MARCH.

Southern New England Telephone Co.,	-	-	95.72
Frank J. Knox, for plumbing,	-	-	21.05
Hartford City Gas Light Co.,	-	-	439.04
C. E. Bishop, for ladders,	-	-	18.60
W. H. Post & Co., for carpets,	-	-	22.95
Hartford Chemical Co., for supplies,	-	-	15.00

APRIL.

Boyle & Smith, for plumbing,	-	-	4.05
Strickland & Shea, for lumber,	-	-	27.65

APRIL.

Orders in favor of

Holcomb & Sperry, for brushes,	-	\$36.00
E. Schall, for care electric clocks,	-	168.00
C. J. Hubbell, for lightning protection for building,	- -	145.00
E. Taylor & Son, for lumber,	- -	29.04
Pease & Hall, for supplies,	- -	13.65
Simpson, Hall & Miller Co., for repairing water cooler,	- -	73.75
Hurd & Mellen, for supplies,	- -	20.60
H. L. Burt & Co., for repairs on roof,	-	143.05
W. H. Post & Co., for carpets,	-	6.25

MAY

Boyle & Smith, for plumbing,	- -	5.28
Hartford Water Commissioners,	-	243.50
Lincoln & Co., for supplies,	-	11.90
Hartford and Spring Brook Ice Co., for ice,	- -	249.40
H. L. Burt & Co., for repairs on roof,	-	134.30

JUNE.

Hartford Coal Co., for coal,	- -	557.48
Hartford City Gas Light Co.,	- -	274.82
F. B. Loomis, for his portrait as Lieuten- ant-Governor,	- -	60.00
E. Taylor & Son, for lumber,	- -	37.40
Locke Bros., for damper regulator,	-	225.00
T. Sisson & Co., for supplies,	- -	26.85
Frank J. Knox, for supplies,	- -	30.72
Way & Co., for supplies,	- -	9.63
Southern New England Telephone Co.,		105.00
Boyle & Smith, for plumbing,	- -	9.29
Peter Amerman, for supplies,	- -	8.50

\$25,151.45

CAPITOL GROUNDS.

For the Year ending June 30, 1888.

Orders in favor of		
William Dibble, Superintendent, for		
weekly pay rolls of employees,	-	\$2,324.75
William Dibble, Superintendent, for pay		
rolls and bills for walks,	-	759.05
Hartford Electric Light Co.,	-	900.00
Hartford & Connecticut Western R. R.		
Co., for walks,	-	36.32
Neuchatel Asphalte Co., for walks,	-	65.40
City of Hartford, for repairs of drive-		
ways,	-	48.00
L. B. Herrick, for trucking,	-	15.00
W. H. Whitelaw, for wood,	-	46.25
Con. McCarthy, for sand,	-	20.00
George T. Utley, for stone,	-	5.00
G. A. Hayden, for salt,	-	7.50
Pitkin Bros., for supplies,	-	14.56
Olds & Whipple, for lawn mowers,	-	31.25
Hartford Street Commissioners, for stone,		60.00
N. C. Moore, for trees,	-	25.00
New Haven Wheel Co.,	-	19 99
Bissell & Budde, for repairing river wall,		444.25
		<u>\$4,822.32</u>
		<u>\$29,973.77</u>

No. 6.

CONTINGENT EXPENSES.

For the Year ending June 30, 1887.

Orders in favor of		
Connecticut State Fireman's Association,		
annual appropriation,	-	\$5,000.00
Connecticut Humane Society, annual ap-		
propriation,	-	1,500.00
Mrs. P. C. Philleo, pension,	-	400.00

Orders in favor of		
George L. Deming, pension,	-	\$240.00
Smith Granite Company, appropriation for Soldiers' Monument in St. Bern- nard's Cemetery, New Haven,	-	3,000.00
Mrs. George W. Roberts, grant as widow of George W. Roberts, assistant clerk, Secretary's office,	-	500.00
Stephen R. Smith, adjutant-general, ap- propriation for compiling records of Revolutionary and 1812 Wars,	-	1,600 00
Stephen R. Smith, adjutant-general, ap- propriation for revising record of Connecticut Volunteers in War of the Rebellion,	-	8,200.00
Frederick E. Camp, adjutant-general, ap- propriation for revising record of Connecticut Volunteers in War of the Rebellion,	-	5,300.00
Putnam Monument Commission, plans for a monument to memory of General Israel Putnam,	-	250.00
Sherman W. Adams, services in compil- ing Court Records,	-	71.01
A. L. Goodrich, quartermaster-general, firing a salute,	-	25.42
Regimental Association 18th Regiment, Connecticut Volunteers History,	-	200.00
Regimental Association 20th Regiment, Connecticut Volunteers History,	-	200.00
Chas. E. Stagg, capture of horse thieves,		200.00
Chas. B. Pomeroy, capture of horse thief,		100.00
Jared Rich, grant for bounty due,	-	50.00
Hiram Wilson, grant for bounty due,	-	174.00
L. E. Baldwin, grant for Record Book of Connecticut Militia,	-	250.00

\$26,660.43

For the Year ending June 30, 1888.

Orders in favor of			
Frederick E. Camp, adjutant-general, ap- propriation for dedication of New Haven's Soldiers' Monument,	-	\$3,500.00	
Frederick E. Camp, adjutant-general, ap- propriation for revising record of Connecticut Volunteers War of the Rebellion,	- - -	10,000.00	
Connecticut State Firemen's Association, nual appropriation,	- - -	5,000.00	
Connecticut Humane Society, annual ap- propriation,	- - -	2,000.00	
Commissioner of the School Fund, appro- priation for deficiency in principal of the Fund,	- - -	8,000.00	
Fifth Regiment, Connecticut Volunteers, Gettysburg monument,	- -	500.00	
Charles Olmstead, Quartermaster-General, Centennial celebration of the adop- tion of the Federal Constitution, at Philadelphia,	- - -	5,000.00	
Austin Brainard, indexing General Stat- utes,	- - - -	1,000.00	
John Trimble, commissioner on War Claims collected of General Govern- ment,	- - -	1,202.95	
Sherman W. Adams, examination of Public Records,	- - -	171.64	
George W. Lovejoy, pension,	- -	240.00	
Richard H. Clark, pension,	- -	288.00	
Mrs. P. C. Philleo, pension,	- -	400.00	
George L. Deming, pension,	- -	240.00	
Mrs. Mary E. Shipman, pension,	- -	43.50	

\$37,586.09

No. 7.

STATE BOARD OF EDUCATION.

For the Year ending June 30, 1887.

Orders in favor of

Charles D. Hine, Secretary, salary,	- \$3,000.00
Charles D. Hine, Secretary, teachers' meetings, - - - -	2,999.95
Charles D. Hine, Secretary, members of board, - - - -	199.39
Charles D. Hine, Secretary, office expenses, - - - -	1,499.95
Charles D. Hine, Secretary, traveling expenses, - - - -	455.17
Charles D. Hine, Secretary, special agents,	2,167.31
Charles D. Hine, Secretary, special office expenses enforcing factory law, -	373.84
Charles D. Hine, Secretary, text-book on Physiology and Hygiene, - -	5,000.00
A. B. Lincoln, salary as clerk, - -	300.00
A. J. Wright, salary as clerk, - -	1,500.00
Giles Potter, salary as agent, - -	1,500.00
Giles Potter, expenses as agent, - -	700.00

\$19,695.61

For the Year ending June 30, 1888.

Orders in favor of

Charles D. Hine, Secretary, salary,	- \$3,000.00
Charles D. Hine, Secretary, teachers' meetings, - - - -	2,567.77
Charles D. Hine, Secretary, members of board, - - - -	56.79
Charles D. Hine, Secretary, office expenses, - - - -	2,384.23
Charles D. Hine, Secretary, traveling expenses, - - - -	278.47
Charles D. Hine, Secretary, special agents,	3,126.93
Charles D. Hine, Secretary, text-book, -	19.15

Orders in favor of

A. J. Wright, salary as clerk, -	- \$1,800.00
Giles Potter, salary as agent, -	- 1,500.00
Giles Potter, expenses as agent, -	- 504.29

\$15,237.63

No. 8.

STATE NORMAL SCHOOL.

For the Year ending June 30, 1887.

Orders in favor of

Charles D. Hine, Secretary State Board of Education, annual appropriation, -	\$17,000.00
Charles D. Hine, for repairs of building, -	6,996.00
Miles & Beard, repairs of building, -	181.41

\$24,177.41

For the Year ending June 30, 1888.

Orders in favor of

Charles D. Hine, Secretary State Board of Education, annual appropriation, -	\$18,341.33
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No. 9.

COMMON SCHOOLS.

For the Year ending June 30, 1887.

Orders in favor of

Charles D. Hine, Secretary, for School Libraries, -	\$5,000.00
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EVENING SCHOOLS.

Orders in favor of
The School Visitors of—

New Haven,	-	-	-	\$276.15
Hartford,	-	-	-	185.10
Bridgeport,	-	-	-	27.00
Bristol,	-	-	-	25.05
Meriden,	-	-	-	373.20
New Britain,	-	-	-	172.50
Putnam,	-	-	-	150.00
Waterbury,	-	-	-	206.40
Winchester,	-	-	-	18.00

\$1,433.40

*APPROPRIATION FOR SCHOOLS.

Orders in favor of

Sundry Towns—

March,	-	-	-	\$225,259.50
April,	-	-	-	3,559.50
May,	-	-	-	1,071.00

\$229,890.00

\$236,323.40

For the Year ending June 30, 1888.

Orders in favor of
Charles D. Hine, Secretary, for School

Libraries,	-	-	-	-\$3,835.00
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EVENING SCHOOLS.

Orders in favor of
The School Visitors of—

New Haven,	-	-	-	\$276.00
Hartford,	-	-	-	286.50
Meriden,	-	-	-	153.00
New Britain,	-	-	-	97.50
Putnam,	-	-	-	94.50
Thompson,	-	-	-	55.50
Winchester,	-	-	-	28.50

\$991.50

* The General Statutes, revision of 1888, Sec. 2,228, page 486, provides that one dollar and fifty cents shall be paid from the Treasury of this State for every person between four and sixteen years of age. The total enumeration for January, 1887, as shown by returns made to this office by the School Visitors of the several towns, and published in the Annual Reports of the Commissioner of the School Fund and the Secretary of the State Board of Education, was 153,260, and the amount paid on this number was \$229,890.

*APPROPRIATION FOR SCHOOLS.

Orders in favor of

Sundry Towns,

March,	-	-	-	\$212,665.50
April,	-	-	-	18,648.00
May,	-	-	-	1,084.50

\$232,398.00\$237,224.50

No. 10.

STATE LIBRARY.

For the Year ending June 30, 1887.

Order in favor of

Charles J. Hoadly, for his salary as Librarian,	-	-	-	-	\$1,800.00
Charles J. Hoadly, for books purchased,					744.00
Charles J. Hoadly for expenses of the library,	-	-	-	-	124.66
George D. Curtiss, for legislative statistics,					50.00
L. B. Denison, for services as clerk,	-				228.00

\$2,946.66

For the Year ending June 30, 1888.

Orders in favor of

Charles J. Hoadly, for his salary as Librarian,	-	-	-	-	\$1,800.00
Charles J. Hoadly, for books purchased,					605.94
Charles J. Hoadly, for expenses of the library,	-	-	-	-	145.75
L. B. Denison, for services as clerk,	-				237.00

\$2,788.69

* The General Statutes, revision of 1888, Sec. 2,228, page 486, provides that one dollar and fifty cents shall be paid from the Treasury of this State for every person between four and sixteen years of age. The total enumeration for January, 1888, as shown by returns made to this office by the School Visitors of the several towns, and published in the Annual Reports of the Commissioner of the School Fund and the Secretary of the State Board of Education, was 154,932, and the amount paid on this number was \$232,398.

No. 11.

STATE PRISON.

For the Year ending June 30, 1887.

Order in favor of	
The Connecticut Prison Association, for	
annual appropriation, - - -	\$2,000.00
Mrs. Mary E. Shipman, for annual pension,	174.00
Chas. D. Nott, for carriages for Directors,	61.00
Simeon Hale for services as Appraiser, -	50.00
Lyman Hewitt, for services as Appraiser, -	50.00
P. M. Hastings, M.D., for examinations of	
insane convicts, - - -	20.00
Geo. B. Packard, M.D., for examination	
of insane convicts, - - -	20.00
Joseph E. Root, M.D., for examination of	
insane convicts, - - -	20.00
J. E. Scanlan, for services as Auditor, -	40.00
F. E. Rogers, for services Auditor, -	40.00
Thomas McManus, for expenses as Direc-	
tor, - - - - -	25.56
S. E. Chamberlain, Warden, for deficiency	
in earnings of the prison, - - -	5,000.00
Connecticut Prison Association, for care of	
idiotic prisoners, - - -	26.38
W. S. Bronson, for expenses as Director,	10.80
Francis Wayland, for expenses as Director	
four years, - - - - -	69.50
S. E. Chamberlain, Warden, for deficiency	
in earnings of the prison, - - -	4,000.00
S. E. Chamberlain, Warden, for income	
from the Dorsey Fund, - - -	100.00
Chas. D. Nott, for carriages for Directors,	19.50
Thomas Sanford, for expenses as Director,	24.47

 \$11,751.21

BOARD OF PARDONS.

Orders in favor of	
George P. McLean, for his salary as clerk,	\$200.00
Edward Harland, for expenses, - - -	40.00

Orders in favor of

Dwight Loomis, for expenses,	-	-	\$15.00
Francis Bacon, for expenses,	-	-	35.00
• John D. Park, for expenses,	-	-	20.00
Morris W. Seymour, for expenses,	-	-	15.00
George P. McLean, for expenses,	-	-	6.00
A. W. Spaulding, Sheriff,	-	-	15.00
John C. Taylor, for expenses,	-	-	15.42

\$361.42

BUILDING COMMISSION.

Orders in favor of

The Commissioners,

July,	-	-	-	\$10,000.00
August,	-	-	-	10,000.00
October,	-	-	-	20,000.00
November,	-	-	-	12,000.00
January,	-	-	-	10,000.00
February,	-	-	-	15,000.00
May,	-	-	-	15,000.00

\$92,000.00

\$104,112.63

For the Year ending June 30, 1888.

Orders in favor of

Connecticut Prison Association, for annual appropriation,

- - \$2,300.00

JULY.

Directors of the Prison, for appropriation

for land damages, - - - 500.00

Charles D. Nott, for carriages for Directors,

- - - 28.00

Charles D. Nott, for carriages for Commissioners,

- - - 43.50

Mrs. Mary E. Shipman, for pension,

- - 43.50

R. T. Hewitt, for expenses as Director,

20.65

AUGUST.

J. E. Scanlan, for services as Auditor,

- 40.00

F. L. Rogers, for service as Auditor,

- 40.00

AUGUST.

Orders in favor of

J. E. Scanlan, for services as Auditor of Connecticut Prison Association,	\$10.00
F. L. Rogers, for services as Auditor of Connecticut Prison Association, -	10.00
J. E. Root, M.D., for examination of insane convicts, - - -	25.00
P. M. Hastings, M.D., for examination of insane convicts, - - -	25.00
G. B. Packard, M.D., for examination of insane convicts, - - -	25.00

OCTOBER.

Charles D. Nott, for carriages for Directors, - - - -	22.50
Charles D. Nott, for carriages for Commissioners, - - - -	66.00
Simeon Hale, for services as Appraiser,	30.00
Lyman Hewitt, for services as Appraiser,	30.00

DECEMBER.

Nathan M. Belden, for expenses as Director, - - - -	49.75
S. E. Chamberlain, Warden, for deficiency in earnings of the prison, -	7,500.00
Directors of the Prison, for land purchased, - - - -	8,000.00
W. S. Bronson, for expenses as director,	34.80

JANUARY.

Mrs. Mary E. Shipman, for pension, -	43.50
Charles D. Nott, for carriages for Directors,	28.00
Francis Wayland, for expenses as Director,	49.20
S. E. Chamberlain, Warden, for income from the Dorsey Fund, - - -	100.00

APRIL.

Charles D. Nott, for carriages for Directors,	14.00
R. Baker, M.D., for examination of insane convicts, - - -	5.00

APRIL.

Orders in favor of

P. M. Hastings, M.D., for examination of insane convicts, - - -	\$10.00
D. A. Cleveland, M.D., for examination of insane convicts, - - -	5.00
J. E. Root, M.D., for examination of in- sane convicts, - - -	10.00
S. E. Chamberlain, Warden, for deficiency in earnings of the Prison, -	10,575.55
Mrs. Mary E. Shipman, for pension, -	24.00
Mrs. Mary E. Shipman, for balance of pension due her child, - -	12.86
George B. Packard, M.D., for examina- tion of insane convicts, - -	10.00

JUNE.

Connecticut Prison Association, for bill of W. H. Barnard for stationery, -	23.40
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\$29,754.21

BOARD OF PARDONS.

Orders in favor of

George P. McLean, for his salary as clerk, -	\$200.00
Edward Harland, for expenses, - -	15.00
John D. Park, for expenses, - -	30.00
George P. McLean, for expenses, -	33.47

\$278.47

BUILDING COMMISSION.

Orders in favor of

The Commissicners,

July, - - -	\$10,000.00
August, - - -	10,000.00
September, - - -	10,000.00
October, - - -	10,000.00
November, - - -	10,000.00
February, - - -	10,000.00
March, - - -	10,000.00
June, - - -	28,000.00

\$98,000.00\$128,032.68

No. 12.

STATE REFORM SCHOOL.

For the Year ending June 30, 1887.

Orders in favor of

C. L. Upham, Treasurer, for board bills :

July, - - - -	\$4,155.72	
August, - - - -	4,291.04	
September, - - - -	4,319.94	
October, - - - -	4,246.02	
November, - - - -	4,453.95	
December, - - - -	4,340.80	
January, - - - -	4,576.41	
February, - - - -	4,491.59	
March, - - - -	4,027.78	
April, - - - -	4,325.44	
May, - - - -	4,037.43	
June, - - - -	4,148.72	\$51,414.84

Orders in favor of

J. E. Scanlan, for services as Auditor, -	40.00	
F. L. Rogers, for services as Auditor, -	40.00	
C. L. Upham, for appropriation for buildings, - - - -	5,000.00	
C. F. Sumner, for expenses as Trustee, -	50.50	
J. S. Lathrop, for expenses as Trustee, -	30.90	
Theodore Bird, for expenses as Trustee, -	37.50	
Charles Fitzgerald, for expenses as Trustee, - - - -	52.50	\$5,251.40
		<u>\$56,666.24</u>

For the Year ending June 30, 1888.

Orders in favor of

C. L. Upham, Treasurer, for board bills :

July, - - - -	\$3,940.11
August, - - - -	4,539.53
September, - - - -	4,580.20
October, - - - -	4,381.59

Orders in favor of

C. L. Upham, Treasurer, for board bills:

November,	-	-	-	\$4,652.72	
December,	-	-	-	4,588.26	
January,	-	-	-	4,848.70	
February,	-	-	-	4,697.25	
March,	-	-	-	4,414.46	
April,	-	-	-	4,714.47	
May,	-	-	-	4,366.22	
June,	-	-	-	<u>4,474.13</u>	\$54,197.64

Orders in favor of

F. L. Rogers, for services as Auditor,	-	60.00	
J. E. Scanlan, for services as Auditor,	-	60.00	
A. S. Bruce, for expenses as Trustee,	-	34.98	
J. K. Butler, for expenses as Trustee,	-	20.78	
C. F. Sumner, for expenses as Trustee,	-	97.50	
J. S. Lathrop, for expenses as Trustee,	-	37.15	
J. L. Houston, for expenses as Trustee,	-	12.92	
Theodore Bird, for expenses as Trustee,		34.50	
Charles Fitzgerald, for expenses as Trustee,	-	-	76.85
C. L. Upham, Treasurer, for appraisers of land damages,	-	-	<u>193.11</u>

\$627.79

APPROPRIATION FOR BUILDINGS.

Orders in favor of

C. L. Upham, Treasurer:

July,	-	-	-	\$500.00	
September,	-	-	-	10,000.00	
November,	-	-	-	10,000.00	
April,	-	-	-	<u>10,000.00</u>	\$30,500.00
					<u>\$85,325.43</u>

No. 13.

CONNECTICUT INDUSTRIAL SCHOOL.

For the Year ending June 30, 1887.

Orders in favor of

Charles F. Browning, Treasurer, for board bills :

July, - - - -	\$4,031.65	
August, - - - -	2,957.36	
September, - - - -	2,982.91	
October, - - - -	2,923.08	
November, - - - -	3,041.09	
December, - - - -	2,888.91	
January, - - - -	2,951.88	
February, - - - -	2,896.87	
March, - - - -	2,556.29	
April, - - - -	2,751.10	
May, - - - -	2,657.83	
June, - - - -	2,728.32	\$35,367.29

Orders in favor of

J. E. Scanlan, for services as Auditor, -	\$40.00	
F. L. Rogers, for services as Auditor, -	40.00	\$80.00

APPROPRIATION FOR BUILDINGS.

Orders in favor of

Charles F. Browning, Treasurer :

August, - - - -	\$2,500.00	
October, - - - -	800.00	
January, - - - -	700.00	\$4,000.00
		<u>\$39,447.29</u>

For the Year ending June 30, 1888.

Orders in favor of

Charles F. Browning, Treasurer, for board bills :

July, - - - -	\$2,695.14	
August, - - - -	2,854.04	
September, - - - -	2,935.77	
October, - - - -	2,892.01	

Orders in favor of
Charles F. Browning, Treasurer, for board bills:

November,	-	-	-	\$3,030.04	
December,	-	-	-	2,951.79	
January, -	-	-	-	2,972.30	
February,	-	-	-	2,990.37	
March, -	-	-	-	2,793.32	
April, -	-	-	-	2,970.75	
May, -	-	-	-	2,837.06	
June, -	-	-	-	2,951.47	\$34,874.06

Orders in favor of					
J. E. Scanlan, for services as Auditor,	-			\$60.00	
F. L. Rogers, for services as Auditor,	-			60.00	\$120.00

APPROPRIATION FOR BUILDINGS.

Orders in favor of					
Charles F. Browning, Treasurer :					
July,	-	-	-	\$458.50	
October, -	-	-	-	2,000.00	
November,	-	-	-	3,000.00	
January, -	-	-	-	2,500.00	
June, -	-	-	-	2,041.50	\$10,000.00
					<u>\$44,994.06</u>

No. 14.

STATE PAUPERS.

For the Year ending June 30, 1887.

Orders in favor of					
M. H. Sanford, for supporting State paupers,					
July,	-	-	-	\$250.00	
August, -	-	-	-	2,618.02	
January, -	-	-	-	500.00	
February,	-	-	-	1,892.63	
April, -	-	-	-	250.00	
June, -	-	-	-	200.00	

Orders in favor of

The Selectmen of Preston,	-	-	\$74.28	
The Selectmen of Huntington,	-	-	75.95	
The Selectmen of New Canaan,	-	-	9.26	
The Selectmen of Stafford,	-	-	69.00	
The Selectmen of Torrington,	-	-	83.00	
The Selectmen of New London,	-	-	86.25	\$6,108.39

For the Year ending June 30, 1888.

Orders in favor of

M. H. Sanford, for supporting State paupers —

August,	-	-	-	\$2,334.64	
September,	-	-	-	300.00	
November,	-	-	-	200.00	
February,	-	-	-	2,269.34	
April,	-	-	-	200.00	
May,	-	-	-	300.00	
The Selectmen of Windham,	-	-	-	119.43	
The Selectmen of Darien,	-	-	-	166.90	

\$5,890.31

No. 15.

HUMANE INSTITUTIONS.

For the Year ending June 30, 1887.

American Asylum for the Deaf and Dumb.

Orders for annual appropriation in part —

September,	-	-	-	\$4,585.26	
March,	-	-	-	4,287.50	

\$8,872.76

Perkins' Institution for the Blind.

1 Order for annual appropriation in part —

August,	-	-	-	-	\$4,650.00
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Connecticut School for Imbeciles.

Orders for board bills —

July,	-	-	-	\$2,174.28
October,	-	-	-	2,153.79
January,	-	-	-	2,321.53
April,	-	-	-	2,378.64

\$9,028.24

Appropriation for Buildings.

1 Order for appropriation —

July,	-	-	-	\$5,000.00
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General Hospital Society.

Orders for annual appropriation —

July,	-	-	-	\$1,250.00
October,	-	-	-	1,250.00
January,	-	-	-	1,250.00
April,	-	-	-	1,250.00

\$5,000.00

Hartford Hospital.

Orders for annual appropriation —

July,	-	-	-	\$1,250.00
October,	-	-	-	1,250.00
January,	-	-	-	1,250.00
April,	-	-	-	1,250.00

\$5,000.00

Fitch's Home for Soldiers.

Orders for annual appropriation —

July,	-	-	-	\$375.00
October,	-	-	-	375.00
January,	-	-	-	375.00
April,	-	-	-	375.00

\$1,500.00

Bridgeport Hospital.

Orders for an appropriation —

October, -	-	-	-	\$2,500.00
January, -	-	-	-	1,250.00
April, -	-	-	-	1,250.00

 \$5,000.00
Connecticut Hospital for the Insane.

Orders in favor of

M. B. Copeland, Treasurer, for board bills —

July, -	-	-	-	\$6,381.64
August, -	-	-	-	6,705.30
September, -	-	-	-	6,726.15
October, -	-	-	-	6,630.63
November, -	-	-	-	6,974.51
December, -	-	-	-	6,671.39
January, -	-	-	-	6,944.26
February, -	-	-	-	6,984.02
March, -	-	-	-	6,285.36
April, -	-	-	-	7,051.75
May, -	-	-	-	6,873.06
June, -	-	-	-	7,215.08

 \$81,443.15

Orders in favor of

J. E. Scanlan, for services as Auditor, -	\$60.00
F. L. Rogers, for services as Auditor, -	60.00
Samuel G. Willard, for expenses as	
Trustee, -	10.97
Lucius S. Fuller, for expenses as Trustee,	35.00
C. E. Barrows, for expenses as Trustee,	118.25

 \$284.22
Retreat for the Insane.

Orders for board bills —

July, -	-	-	-	\$714.58
October, -	-	-	-	700.29
January, -	-	-	-	777.44
April, -	-	-	-	896.56

 \$3,088.87

Vermont Asylum for Insane.

Orders for board bills—

July, - - - -	\$156.00
October, - - - -	156.00
January, - - - -	156.00
April, - - - -	156.00

 \$624.00
Butler Hospital for Insane.

1 Order for board bill—

November, - - - -	\$52.28
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New Hampshire Asylum for Insane.

Orders for board bills—

July, - - - -	\$436.57
October, - - - -	445.21
January, - - - -	437.21
April, - - - -	403.65

 \$1,722.64
Danvers Hospital.

Orders for board bills—

July, - - - -	\$52.00
October, - - - -	52.57
January, - - - -	52.57
April, - - - -	50.57

 \$207.71
Cromwell Hall.

1 order for board bill—

March, - - - -	\$11.43
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Connecticut School for Inebriates.

Orders for board of Insane beneficiaries—

July, - - - -	\$44.00
October, - - - -	26.00
January, - - - -	26.00
April, - - - -	26.00

 \$122.00

Whipple's Home School for Deaf Mutes.

Orders for board bills —

September,	-	-	-	\$815.17
March,	-	-	-	1,312.07

\$2,127.24*Homes for Dependent and Neglected Children.*

HARTFORD COUNTY.

Orders in favor of

The County Commissioners—

July,	-	-	-	\$446.70
October,	-	-	-	537.31
April,	-	-	-	1,072.39

\$2,056.40

NEW HAVEN COUNTY.

Orders in favor of

The County Commissioners —

July,	-	-	-	\$683.31
November,	-	-	-	735.81
April,	-	-	-	954.38

\$2,373.50

NEW LONDON COUNTY.

Orders in favor of

The County Commissioners —

July,	-	-	-	\$58.56
October,	-	-	-	204.31
April,	-	-	-	484.46

\$747.33

FAIRFIELD COUNTY.

Order in favor of

The County Commissioners —

April,	-	-	-	\$92.57
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WINDHAM COUNTY.

Orders in favor of

The County Commissioners —

October,	-	-	-	\$78.00
April,	-	-	-	230.28
May,	-	-	-	147.57

\$455.85

LITCHFIELD COUNTY.

Orders in favor of
The County Commissioners —

August,	\$122.80
April,	319.69

\$442.49

MIDDLESEX COUNTY.

Orders in favor of
The County Commissioners —

July,	\$93.00
October,	39.00
April,	78.00

\$210.00

TOLLAND COUNTY.

Orders in favor of
The County Commissioners —

July,	\$121.27
October,	125.01
April,	258.12

\$504.40

\$140,617.08

For the Year ending June 30, 1888.

American Asylum for the Deaf and the Dumb.

1 Order for annual appropriation in part,—

January,	\$4,316.70
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Perkins' Institution for the Blind.

1 Order for annual appropriation in part,—

\$4,825.00

Connecticut School for Imbeciles.

Orders for board bills—

July,	\$2,442.84
October,	2,338.27
January,	2,689.68
April,	2,841.78

\$10,312.57

Appropriation for Buildings.

Orders for appropriation—

September,	-	-	-	\$500.00
November,	-	-	-	800 00
March,	-	-	-	1,000.00
May,	-	-	-	1,700.00

 \$4,000.00
General Hospital Society.

Orders for annual appropriation —

July,	-	-	-	\$1,250.00
October,	-	-	-	1,250.00
January,	-	-	-	1,250.00
April,	-	-	-	1,250.00

 \$5,000.00
Hartford Hospital.

Orders for annual appropriation —

July,	-	-	-	\$1,250.00
October,	-	-	-	1,250.00
January,	-	-	-	1,250.00
April,	-	-	-	1,250.00

 \$5,000.00
Bridgeport Hospital.

Orders for annual appropriation —

July,	-	-	-	\$1,250.00
October,	-	-	-	1,250.00
February,	-	-	-	1,250.00
June,	-	-	-	1,250.00

 \$5,000.00
Connecticut Hospital for Insane.

Orders in favor of

M. B. Copeland, Treasurer, for board bills—

July,	-	-	-	\$7,036.64
August,	-	-	-	7,328.68
September,	-	-	-	7,352.62
October,	-	-	-	7,082.12
November,	-	-	-	7,357.64

Orders in favor of

M. B. Copeland, Treasurer, for board bills:

December,	-	-	-	\$7,158.88
January,	-	-	-	7,437.46
February,	-	-	-	7,516.64
March,	-	-	-	7,104.04
April,	-	-	-	7,567.11
May,	-	-	-	7,420.50
June,	-	-	-	7,645.48

\$88,007.81

Orders in favor of

J. E. Scanlan, for services as Auditor,	-	\$80.00
F. L. Rogers, for services as Auditor,	-	80.00
H. S. Hayden, for expenses as Trustee,	-	91.70
C. E. Barrows, for expenses as Trustee,	-	65.80
L. S. Fuller, for expenses as Trustee,	-	22.00

\$339.50*Retreat for the Insane.*

Orders for board bills —

July,	-	-	-	\$786.56
October,	-	-	-	747.14
January,	-	-	-	720.01
April,	-	-	-	707.43

\$2,961.14*Vermont Asylum for Insane.*

Orders for board bills —

July,	-	-	-	\$106.90
October,	-	-	-	104.00
January,	-	-	-	104.00
April,	-	-	-	81.14

\$396.04*Butler Hospital for Insane.*

Orders for board bills —

October,	-	-	-	\$104.00
February,	-	-	-	26.29
April,	-	-	-	26.00

\$156.29

New Hampshire Asylum for Insane.

Orders for board bills —

July,	-	-	-	-	\$404.57
October,	-	-	-	-	416.06
January,	-	-	-	-	360.34
April,	-	-	-	-	358 57

\$1,539.54*Danvers Hospital.*

Orders for board bills —

July,	-	-	-	-	\$26.00
October,	-	-	-	-	26.29
January,	-	-	-	-	26.29
April,	-	-	-	-	26.00

\$104.58*Connecticut School for Imbeciles.*

Orders for board of Insane beneficiaries —

July,	-	-	-	-	\$26.00
October,	-	-	-	-	26.00
January,	-	-	-	-	26.00
April,	-	-	-	-	26.00

\$104.00*Whipple's Home School for Deaf Mutes.*

Orders for board bills —

September,	-	-	-	-	\$1,458.33
April,	-	-	-	-	1,750.00

\$3,208.33*Homes for Dependent and Neglected Children.*

HARTFORD COUNTY.

Orders in favor of

The County Commissioners —

July,	-	-	-	-	\$445.69
October,	-	-	-	-	494.81
January,	-	-	-	-	538.50
April,	-	-	-	-	553.35

\$2,032.35

NEW HAVEN COUNTY.

Orders in favor of
The County Commissioners —

July, - - -	\$693.67
December, - - -	819.93
March, - - -	937.66
	<hr/>

\$2,451.26

NEW LONDON COUNTY.

Orders in favor of
The County Commissioners —

July, - - -	\$314.32
October, - - -	284.34
January, - - -	254.04
April, - - -	327.71
	<hr/>

\$1,180.41

FAIRFIELD COUNTY.

Orders in favor of
The County Commissioners —

August, - - -	\$160.39
October, - - -	134.57
January, - - -	157.71
April, - - -	232.00
	<hr/>

\$684.67

WINDHAM COUNTY.

Orders in favor of
The County Commissioners —

September, - - -	\$183.45
November, - - -	157.74
March, - - -	178.87
May, - - -	271.74
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\$791.80

LITCHFIELD COUNTY.

Orders in favor of
The County Commissioners —

July, - - -	\$76.84
October, - - -	26.00
January, - - -	32.56
April, - - -	75.12
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\$210.52

MIDDLESEX COUNTY.

Orders in favor of
The County Commissioners —

July, - - - -	\$39.00
January, - - - -	55.50

\$94.50

TOLLAND COUNTY.

Orders in favor of
The County Commissioners —

July, - - - -	\$39.00	
October, - - - -	82.50	
January, - - - -	120.84	
April, - - - -	294.00	\$536.34
		<hr/>
		\$143,253 35

No. 16.

SICK AND WOUNDED SOLDIERS.

For the Year ending June 30, 1887.

Hartford Hospital.

Orders for board bills —

July, - - - -	\$1,152.54
October, - - - -	1,117.00
January, - - - -	1,204.78
April, - - - -	1,033.25
June, - - - -	629.49

\$5,137.06

General Hospital Society.

Orders for board bills —

October, - - - -	\$2,236.43
January, - - - -	2,409.58
April, - - - -	2,047.95

\$6,693.96

Bridgeport Hospital.

Orders for board bills —

October,	-	-	-	-	\$3,486.40
January,	-	-	-	-	4,162.91
April,	-	-	-	-	2,730.29

\$10,379.60

Fitch's Home for Soldiers.

Orders for board bills —

July,	-	-	-	-	\$2,532.00
October,	-	-	-	-	3,007.21
January,	-	-	-	-	3,846.90
April,	-	-	-	-	6,637.66

\$16,023.77

Building Appropriation.

Orders in favor of the Commissioners —

August,	-	-	-	-	\$3,377.65
September,	-	-	-	-	3,924.20
October,	-	-	-	-	1,418.25
November,	-	-	-	-	5,538.00
December,	-	-	-	-	741.90

\$15,000.00

Connecticut Hospital for Insane.

Orders for board bills —

August,	-	-	-	-	\$297.52
September,	-	-	-	-	302.30
October,	-	-	-	-	326.65
November,	-	-	-	-	340.45
December,	-	-	-	-	316.97
January,	-	-	-	-	314.35
February,	-	-	-	-	324.00
March,	-	-	-	-	281.60
April,	-	-	-	-	356.45
May,	-	-	-	-	339.15
June,	-	-	-	-	349.31

\$3,548.75

Sundry Accounts for Clothing, etc.

JULY.

Orders in favor of			
Stephen R. Smith, for expenses of the			
Hospital Board,	-	-	\$25.00
Lockwood & Haight, for supplies,	-	-	7.05
Norton & Co., for clothing,	-	-	33.61
J. P. C. Foster, M.D., for medical			
examinations,	-	-	85.00

AUGUST.

Norton & Co., for clothing,	-	-	137.21
Stephen R. Smith, for expenses of the			
Hospital Board,	-	-	25.02

OCTOBER.

Comstock Brothers, for clothing,	-	-	52.85
H. S. Brown, for clothing,	-	-	26.00
Norton & Co., for clothing,	-	-	627.87

NOVEMBER.

H. N. Ayres, for shoes,	-	-	9.35
Norton & Co., for clothing,	-	-	136.88
Stephen R. Smith, for expenses of the			
Hospital Board,	-	-	28.14

DECEMBER.

Norton & Co., for clothing,	-	-	620.27
Lockwood & Haight, for drugs,	-	-	48.55
Charles C. Godfrey, M.D., for medical			
examinations,	-	-	35.00
Stephen R. Smith for expenses of the			
Hospital Board,	-	-	25.00

JANUARY.

Orders in favor of			
P. E. Abbott, for clothing,	-	-	32.25
P. H. Ingalls, M.D., for medical exami-			
nations,	-	-	25.00
Norton & Co., for clothing,	-	-	535.30
F. E. Camp, Adjutant-General, for			
expenses of the Hospital Board,	-	-	25.00
J. P. C. Foster, M.D., for medical			
examinations,	-	-	82.00

MARCH.

Orders in favor of

F. E. Camp, for expenses of the Hos- pital Board,	\$82.49
Norton & Co., for clothing,	21.18
Town of Norwalk,	10.50
Charles J. Fox, Surgeon-General, for expenses,	13.48

APRIL.

Norton & Co., for clothing,	173.68
F. E. Camp, for expenses of Hospital Board,	39.80
P. H. Ingalls, M.D., for medical exami- nations,	10.00

MAY.

Norton & Co., for clothing,	13.23
Charles E. Godfrey, M.D., for medical examinations,	10.00
J. P. C. Foster, M.D., for medical exami- nations,	26.00

JUNE.

Norton & Co, for clothing,	71.06	
Charles J. Fox, Surgeon-General, for expenses,	14.89	
F. E. Camp, for expenses of Hospital Board,	100.00	
P. H. Ingalls, M.D., for medical exami- nations,	11.00	\$3,219.66
		<u>\$60,002.80</u>

For the Year ending June 30, 1888.

Hartford Hospital.

Orders for board bills, —

October,	\$595.56
January,	519.43
April,	506.32

\$1,621.31

General Hospital Society.

Orders for board bills, —

July,	-	-	-	\$1,996.09
October,	-	-	-	1,228.36
January,	-	-	-	747.66
April,	-	-	-	907.94

\$4,880.05*Bridgeport Hospital.*

Orders for board bills, —

July,	-	-	-	\$1,781.44
April,	-	-	-	928.38

\$2,709.82*Fitch's Home for Soldiers.*

Orders in favor of F. E. Camp, Treasurer, —

July, for board bills,	-	-	\$4,410.47
July, for appropriation in part for board and clothing,	-	-	1,000.00
July, for appropriation in part for board and clothing,	-	-	5,000.00
October, for appropriation in part for board and clothing,	-	-	5,000.00
December, for appropriation in part for board and clothing,	-	-	5,000.00
February, for appropriation in part for board and clothing,	-	-	5,000.00
May, for appropriation in part for board and clothing,	-	-	5,000.00

\$30,410.47*Connecticut Hospital for Insane.*

Orders for board bills,—

July,	-	-	-	\$346.45
August,	-	-	-	363.47
September,	-	-	-	368.92
October,	-	-	-	350.60
November,	-	-	-	359.45

Orders for board bills,—

December,	-	-	-	\$355.85
January,	-	-	-	337.40
February,	-	-	-	341.00
March,	-	-	-	306.75
April,	-	-	-	315.04
May,	-	-	-	288.25
June,	-	-	-	291.05

\$4,024.23

Sundry Accounts for Clothing, etc.

Orders in favor of

J. P. C. Foster, M. D., for Medical Examination,	-	-	-	\$120.00
Charles C. Godfrey, M.D., for Medical Examinations,	-	-	-	44.00
P. H. Ingalls, M. D., for Medical Examination,				31.00
Chas. J. Fox, Surgeon-General, for expenses,				13.81
Geo. M. White, for expenses of the Hospital Board,	-	-	-	19.05
Norton & Co., for clothing,	-	-	-	46.35
The Geeley Wardrobe, for clothing,	-	-	-	43.14

\$317.35

\$43,963.23

No. 17.

DECEASED SOLDIERS.

For the Year ending June 30, 1887.

Orders in favor of the Selectmen of the following towns for burial of soldiers—

Bridgeport,	-	\$280.00	Durham,	-	\$35.00
Bristol,	-	35.00	Easton,	-	35.00
Danbury,	-	245.00	Farmington,	-	35.00
Darien,	-	210.00	Haddam,	-	35.00
Derby,	-	105.00	Hartford,	-	315.00

Orders in favor of the Selectmen of the
following towns for burial of soldiers —

Harwinton, -	\$35.00	New London, -	\$140.00
Huntington, -	35 00	Norwalk, -	70.00
Killingly, -	35.00	Oxford, -	35.00
Lyne, -	35.00	Putnam, -	35.00
Manchester, -	70.00	Sharon, -	35.00
Mansfield, -	34.00	Stamford, -	105.00
Meriden, -	35.00	So. Windsor, -	30.00
Montville, -	61.50	Southington, -	35.00
Middletown, -	140.00	Waterbury, -	70.00
Milford, -	105.00	Waterford, -	35.00
New Britain, -	35.00	Wallingford, -	35.00
New Canaan, -	105.00	Winchester, -	35.00
New Haven, -	595.00	Windham, -	70.00
No. Stonington, -	35.00	Woodbury, -	70.00
Norwich, -	140.00	Windsor Locks, -	35.00

\$3,660.50

S. Maslen & Co., for headstones, - - - 2,972.50

Evergreen Cemetery Association, - - - 10.00

\$6,643.00

For the Year ending June 30, 1888.

Orders in favor of the Selectmen of the fol-
lowing towns for burial of soldiers —

Barkhamsted, -	\$35.00	Glastonbury, -	\$105.00
Bloomfield, -	35.00	Groton, -	35.00
Branford, -	35.00	Hartford, -	805.00
Bridgeport, -	560.00	Huntington, -	35.00
Bristol, -	70.00	Madison, -	93.40
Canaan, -	35.00	Meriden, -	210.00
Colchester, -	35.00	Montville, -	70.00
Danbury, -	210.00	Middlefield, -	70.00
Darien, -	105.00	Middletown, -	35.00
Easton, -	35.00	Monroe, -	35.00
East Haddam, -	35.00	Naugatuck, -	35.00
East Hartford, -	105.00	New Britain, -	35.00
Farmington, -	35.00	New Canaan, -	35.00

Orders in favor of the Selectmen of the following towns for burial of soldiers —

New Haven, -	\$665.00	South Windsor,	\$30.00
New Hartford,	35.00	Southbury,	- 35.00
New London, -	175.00	Stamford,	- 105.00
Norwich,	- 105.00	Stonington,	- 35.00
Norwalk, -	- 140.00	Stratford,	- 140.00
Orange, -	- 70.00	Suffield, -	- 35.00
Plainville,	- 35.00	Tolland, -	- 35.00
Plainfield,	- 70.00	Waterbury,	- 210.00
Plymouth,	- 35.00	Wallingford,	- 70.00
Portland,	- 35.00	Westbrook,	- 35.00
Putnam, -	- 140.00	Westport,	- 70.00
Salisbury,	- 35.00	Winchester,	- 35.00
Seymour,	- 35.00	Wilton, -	- 35.00
Somers, -	- 35.00	Windham,	- 70.00
Southington,	- 35.00	Windsor Locks,	- 35.00

\$5,548.40

S. Maslen & Co., for Headstones, -

3,465.50

Evergreen Cemetery Association, -

10.00

\$9,023.90

No. 18.

AGRICULTURAL AFFAIRS.

For the Year ending June 30, 1887.

Orders in favor of

William H. Brewer, Treasurer, for appropriation to State Agricultural Experiment Station,	-	-	\$8,000.00
John P. Barstow, Treasurer, for appropriation to the Storrs Agricultural School,	-	-	- 7,300.00
John S. Kirkham, Treasurer, for appropriation to the State Board of Agriculture,	-	-	- 2,500.00

Orders in favor of		
State Agricultural Society,	-	\$2,500.00
Stafford Agricultural Society,	-	323.64
Watertown Agricultural Society,	-	255.12
Clinton Agricultural Society,	-	134.28
Fairfield Agricultural Society,	-	194.95
Willimantic Fair Association,	-	240.65
Farmington Valley Agricultural Society,		142.32
Windham County Agricultural Society,		214.17
Pequabuck Agricultural Society,	-	150.05
Union (Monroe) Agricultural Society,	-	177.73
Southington Agricultural Society,	-	205.98
Chester Agricultural Society,	-	119.22
Westbrook Agricultural Society,	-	138.24
Guilford Agricultural Society,	-	133.98
Harwinton Agricultural Society,	-	119.24
East Granby Agricultural Society,	-	117.68
Danbury Agricultural Society,	-	734.08
New London County Agricultural Society,		206.75
Simsbury Agricultural Society,	-	135.11
Madison Agricultural Society,	-	106.51
Woodstock Agricultural Society,	-	234.07
Union (Somers) Agricultural Society,	-	104.78
Berlin Agricultural Society,	-	101.90
Woodbridge and Bethany Agricultural Society,	-	135.67
New Milford Agricultural Society,	-	101.13
Wolcott Agricultural Society,	-	121.02
Suffield Agricultural Society,	-	170.14
Tolland County Agricultural Society,	-	173.14
E. H. Hyde, for services as Cattle Com- missioner,	-	485.00
E. H. Hyde, for services as Appraiser,		7.00
John E. Scanlan, for services as Auditor,		20.00
Frank L. Rogers, for services as Auditor,		20.00
F. D. Rockwell, for swine killed by order of Commissioners,	-	215.00
T. P. Sholl, for calf killed by order of Commissioners,	-	6.00

Orders in favor of

J. A. McDonald, for swine killed by order of Commissioners,	\$10.00
Charles W. Cook, for bounty for tree planting,	3.80
Charles Bloss, for bounty for tree planting,	3.00

\$26,061.35

DAIRY COMMISSIONER.

Orders in favor of

James B. Tatem, for salary as Commissioner,	\$1,500.00
James B. Tatem, for expenses as Commissioner,	928.39
James B. Tatem, for clerical assistance,	210.00

\$2,638.39

\$28,699.74

For the Year ending June 30, 1888.

Orders in favor of

William H. Brewer, Treasurer, for State Agricultural Experiment Station appropriation,	\$8,000.00
John P. Barstow, Treasurer, for Storrs Agricultural School appropriation,	7,000.00
Appropriation for laboratory and furniture,	7,000.00
Appropriation for barn,	3,000.00
John S. Kirkham, Treasurer, for State Board of Agriculture,	3,500.00
State Agricultural Society,	2,500.00
Danbury Agricultural Society,	869.87
Southington Agricultural Society,	179.68
Chester Agricultural Society,	125.93
Clinton Agricultural Society,	115.74
Windham County Agricultural Society,	262.33
Farmington Valley Agricultural Society,	170.49
Simsbury Agricultural Society,	142.14
Woodstock Agricultural Society,	282.64

Orders in favor of		
Stafford Agricultural Society,	- -	\$335.95
Madison Agricultural Society,	- -	122.33
Tolland County Agricultural Society,	-	193.22
New London County Agricultural So-		
cietv,	- - -	258.19
Westbrook Agricultural Society,	-	113.81
Fairfield County Agricultural Society,	-	240.09
Union (Somers) Agricultural Society,	-	123.58
Watertown Agricultural Society,	-	283.55
East Granby Agricultural Society,	-	115.24
Guilford Agricultural Society,	- -	138.86
Berlin Agricultural Society,	- -	127.71
Woodbridge and Bethany Agricultural		
Society,	- - -	134.03
Wolcott Agricultural Society,	- -	131.97
Bristol Park Association,	- -	262.98
Willimantic Fair Association,	- -	264.92
Frank L. Rogers, for services as Auditor,		20.00
John E. Scanlan, for services as Auditor,		20.00
B. D. Norris, for cow killed by order of		
Commissioners,	- - -	35.00
W. S. Green, for cows killed by order of		
Commissioners,	- - -	99.50
E. H. Hyde, for services as Cattle Com-		
missioner,	- - -	765.00
Wheaton A. Bennett, for bounty for tree		
planting,	- - -	30.80
Charles Bloss, for bounty for tree planting,		3.00
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		\$36,968.55

DAIRY COMMISSIONER.

James B. Tatem, for salary as Commis-		
sioner,	- - -	\$1,625.00
James B. Tatem, expenses as Commis-		
sioner,	- - -	704.65
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		\$2,329.65
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		\$39,298.20
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No. 19.

NATIONAL GUARD.

For the Year ending June 30, 1887.

Salaries.

Orders in favor of

Stephen R. Smith, Adjutant-General,	\$700.00
Frederick E. Camp, Adjutant-General,	500.00
Arthur L. Goodrich, Quartermaster-General,	700.00
Charles Olmstead, Quartermaster-General,	500.00
Henry C. Dwight, Paymaster-General,	350.00
Charles H. Pine, Paymaster-General,	250.00
Henry P. Geib, Surgeon-General,	500.00
Charles James Fox, Surgeon-General,	125.00
George M. White, Assistant Adjutant-General,	1,800.00
B. F. Blakeslee, Assistant Quartermaster-General,	1,050.00
Henry C. Morgan, Assistant Quartermaster-General,	750.00
Alfred W. Green, Assistant Clerk to Adjutant-General,	1,400.00
Theron C. Swan, Assistant Clerk to Adjutant-General,	1,400.00

 \$10,025.00
Sundry Accounts.

Orders in favor of

Henry C. Dwight, expenses as Paymaster-General,	\$14.95
Charles James Fox, expenses as Surgeon-General,	33.00
Richard H. Clark, pension,	288.00
George W. Lovejoy, pension,	240.00
John E. Scanlan, services as Auditor,	50.00
Frank L. Rogers, services as Auditor,	50.00

 \$675.95

Advances to the Adjutant-General.

Orders in favor of

Stephen R. Smith, Adjutant-General,

July,	-	-	-	-	\$900.00
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Frederick E. Camp, Adjutant-General,

January,	-	-	-	-	500.00
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March,	-	-	-	-	400.00
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\$1,800.00

Advances to the Quartermaster-General.

Orders in favor of

Arthur L. Goodrich, Quartermaster-General —

July,	-	-	-	-	\$5,000.00
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September,	-	-	-	-	15,000.00
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October,	-	-	-	-	7,500.00
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November,	-	-	-	-	5,000.00
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December,	-	-	-	-	8,000.00
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Charles Olmstead, Quartermaster-General —

January,	-	-	-	-	2,500.00
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February,	-	-	-	-	1,500.00
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March,	-	-	-	-	10,000.00
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April,	-	-	-	-	5,000.00
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June,	-	-	-	-	2,180.00
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\$61,680.00

Advances to the Paymaster-General.

Orders in favor of

Henry C. Dwight, Paymaster-General —

July,	-	-	-	-	\$1,000.00
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September,	-	-	-	-	35,000.00
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October,	-	-	-	-	1,000.00
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Charles H. Pine, Paymaster-General —

January,	-	-	-	-	1,000.00
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June,	-	-	-	-	5,412.00
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\$43,412.00

Commissioners to Provide State Armories.

Orders in favor of
The Commissioners —

July, - - - -	\$10,000.00
October, - - -	10,000.00
November, - - -	10,000.00
January, - - -	4,607.88
February, - - -	5,000.00
April, - - - -	8,000.00
June, - - - -	2,392.12

\$50,000.00

\$167,592.95

For the Year ending June 30, 1888.*Salaries.*

Orders in favor of

Frederick E. Camp, Adjutant-General,	\$1,200.00
Charles Olmstead, Quartermaster-General, - - - -	1,200.00
Charles H. Pine, Paymaster-General, -	450.00
Charles James Fox, Surgeon-General, -	500.00
George M. White, Assistant Adjutant-General, - - - -	1,800.00
Henry C. Morgan, Assistant Quartermaster-General, - - -	1,800.00
Alfred W. Green, Assistant Clerk to Adjutant-General, - - -	1,400.00
Theron C. Swan, Assistant Clerk to Adjutant-General, - - -	1,400.00

\$9,750.00

Sundry Accounts.

Orders in favor of

Charles James Fox, Expenses as Surgeon-General, - - -	\$37.00
John E. Scanlan, services as Auditor, -	60.00
Frank L. Rogers, services as Auditor, -	60.00

\$157.00

Advances to the Adjutant-General.

Orders in favor of
Frederick E. Camp, Adjutant-General —

July, - - -	\$1,000.00
February, - - -	1,000.00

\$2,000.00

Advances to the Quartermaster-General.

Orders in favor of
Charles Olmstead, Quartermaster-General —

July, - - -	\$5,000.00
September, - - -	20,000.00
October, - - -	5,000.00
November, - - -	5,000.00
January, - - -	5,000.00
March, - - -	5,000.00
May, - - -	5,000.00

\$50,000.00

Advances to the Paymaster-General.

Orders in favor of
Charles H. Pine, Paymaster-General —

July, - - -	\$1,000.00
September, - - -	36,000.00
October, - - -	1,000.00
May, - - -	6,000.00

\$44,000.00

Commissioners to Provide State Armories.

Orders in favor of
The Commissioners —

July, - - -	\$45,000.00
January, - - -	3,000.00

\$48,000.00

\$153,907.00

No. 20.

GOVERNOR'S GUARD.

For the Year ending June 30, 1887.

Orders in favor of

First Company Governor's Foot Guard,

John C. Kinney, Major Commanding —

Escort duty, pay roll,	-	-	\$267.67
Escort duty at camp, pay roll,	-	-	440.47
Fall parade, pay roll,	-	-	229.17
Inaugural parade, pay roll,	-	-	283.77
Escort duty at New Haven, pay roll,	-	-	281.47
Armory rent,	-	-	1,000.00
Care of arms,	-	-	112.00
Annual allowance of Commander,	-	-	50.00
Ammunition,	-	-	26.00

\$2,690.55

Orders in favor of

Second Company Governor's Foot Guard,

Edward J. Morse, Captain Commanding —

Escort duty at camp, pay roll,	-	-	\$321.00
Fall parade, pay roll,	-	-	136.10
Inaugural parade, pay roll,	-	-	283.00
Armory rent,	-	-	476.00
Annual allowance of Commander,	-	-	50.00

\$1,266.10

Orders in favor of

First Company Governor's Horse Guard,

Frank Cowles, Major Commanding —

Escort duty, pay roll,	-	-	\$375.46
Fall parade, pay roll,	-	-	380.70
Inaugural parade, pay roll,	-	-	357.20
Escort duty at New Haven, pay roll,	-	-	370.90
Armory rent,	-	-	450.00
Care of arms,	-	-	69.00
Annual allowance of Commander,	-	-	50.00
Equipments,	-	-	180.80

\$2,234.06

Orders in favor of		
Second Company Governor's Horse Guard,		
H. H. Strong, Major Commanding —		
Balance of spring field day pay roll,	-	\$67.07
Fall field day, pay roll,	-	269.33
Inaugural parade, pay roll,	-	418.36
Armory rent,	-	476.00
Repairs of saddles,	-	75.00
Annual allowance of Commander,	-	50.00
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		\$1,355.76
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		\$7,546.47
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For the Year ending June 30, 1888.

Orders in favor of		
First Company Governor's Foot Guard,		
John C. Kinney, Major Commanding —		
Fall field day, pay roll,	-	\$245.27
Special parade, pay roll,	-	288.37
Spring field day, pay roll,	-	224.57
Armory rent,	-	1,000.00
New uniforms,	-	2,500.00
Philadelphia Centennial Celebration,	-	1,500.00
Care of arms,	-	112.00
Ammunition,	-	23.35
Annual allowance of Commander,	-	50.00
Supplies,	-	4.50
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		\$5,948.06

Orders in favor of		
Second Company Governor's Foot Guard,		
Joseph J. Wooster, Captain Com- manding —		
Escort duty at New Haven, pay roll,	-	\$176.90
Fall field day, pay roll,	-	106.20
Spring field day, pay roll,	-	90.10
Armory rent,	-	476.00
Ammunition,	-	23.30
Annual allowance of Commander,	-	50.00
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		\$922.50

Orders in favor of

First Company Governor's Horse Guard,

Frank Cowles, Major Commanding—

Fall field day, pay roll, - - -	\$311.80
Spring field day, pay roll, - - -	425.70
Armory rent, - - - - -	525.00
Care of arms, - - - - -	69.00
Repairs of saddles, - - - - -	79.00
Repairs of uniforms, - - - - -	69.00
Annual allowance of Commander, - - -	50.00

\$1,529.50

Orders in favor of

Second Company Governor's Horse Guard,

H. H. Strong, Major Commanding—

Escort duty at New Haven, pay roll, - -	\$346.06
Fall field day, pay roll, - - - - -	214.53
Spring field day, pay roll, - - - - -	282.80
Armory rent, - - - - -	476.00
Annual allowance of Commander, - - -	50.00

\$1,369.39

Sundry accounts,

Order in favor of

American Bank Note Company—

Blank Commissions, - - - - -	\$43.00
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\$9,812.45

No. 21.

PRINTING AND CIRCULATING PUBLIC LAWS AND DOCUMENTS.

For the Year ending June 30, 1887. -

JULY.

Orders in favor of

Adams Express Co., for account rendered, - - - - -	\$53.95
Connecticut Bottschafter, for printing Public Acts in German, - - - - -	60.00

AUGUST.

Orders in favor of

The Case, Lockwood & Brainard Co., for printing Public Acts, cheap edition, - - - - -	\$823.62
The Case, Lockwood & Brainard Co., for printing Special Acts, - - -	587.00
The Case, Lockwood & Brainard Co., for printing Public Acts, regular edition, - - - - -	407.20
The Case, Lockwood & Brainard Co., for printing Engrossed Bills, - -	659.87
The Case, Lockwood & Brainard Co., for printing Laws relating to Educa- tion and Railroads, - - - - -	548.25
The Case, Lockwood & Brainard Co., for printing for Secretary's office, -	103.65
The Case, Lockwood & Brainard Co., for printing for Comptroller's office,	103.75
The Case, Lockwood & Brainard Co., for printing Annual Report of the State Board of Agriculture, - -	2,278.32
The Case, Lockwood & Brainard Co., for printing Annual Reports of State Officers, - - - - -	3,905.25
The Case, Lockwood & Brainard Co., for printing Calendars, Reports, Resolutions, etc., for the General Assembly, - - - - -	3,440.10
The Case, Lockwood & Brainard Co., for printing Senate Journal Daily and Regular, - - - - -	1,969.52
The Case, Lockwood & Brainard Co., for printing House Journal Daily and Regular, - - - - -	2,592.65
The Case, Lockwood & Brainard Co., for printing for State Officers,	73.20
Banks & Brothers, for Vol. 53, Connec- ticut Reports, - - - - -	547.40

SEPTEMBER.

Orders in favor of

Adams Express Co., for account rendered, - - - -	\$60.55
Charles A. Russell, for Legislative Statistics, - - - -	12.50

NOVEMBER.

The Meriden Republican, for printing Report of the State Reform School, - - - -	210.00
Wiley, Waterman & Eaton, for printing for Secretary of State, - - - -	137.00
Pelton & King, for printing Report of the Connecticut Hospital, - - - -	140.00

DECEMBER.

Charles A. Russell, Secretary of State, for advertising in sundry newspapers, - - - -	126.37
Pelton & King, for printing Report of the Shell-Fish Commissioners, - - - -	140.00
Pelton & King, for printing Report of Conn. Industrial School, - - - -	150.00
Tuttle, Morehouse & Taylor, for printing for State Board of Education, - - - -	455.47
Wiley, Waterman & Eaton, for printing Reports of State Officers, - - - -	116.30

JANUARY.

Wiley, Waterman & Eaton, for printing for Secretary of State, - - - -	117.66
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FEBRUARY.

L. M. Hubbard, Secretary of State, advertising, - - - -	15.00
L. M. Hubbard, Secretary of State, Postage on Public Documents, - - - -	40.00
James S. Stewart, for printing Report of State Board of Charities, - - - -	280.00
The Case, Lockwood & Brainard Co., for binding 275 sets Public Documents, - - - -	555.00
The Case, Lockwood & Brainard Co., for printing for State Officers, - - - -	514.82
The Journal & Courier, for advertising, - - - -	6.40

MARCH.

Orders in favor of

W. H. Dodd & Co., for printing for Railroad Commissioners, - -	\$90.00
O. A. Dorman, for printing Report of the Special Tax Commission (in part), - - - -	248.56
Hoggson & Robinson, for printing Report of the Special Tax Commission (in part), - - - -	209.65
Union Lithograph and Printing Co., for printing for Comptroller, - -	17.00
Tuttle, Morehouse & Taylor, for printing Annual Report of State Board of Education, - - - -	1,646.10
Charles J. Hoadly, for Colonial Records, - - - -	1,526.00
J. H. Trumbull, " " " - - - -	54.00

MAY.

Tuttle, Morehouse & Taylor, for printing Report of Sheffield Scientific School, - - - -	141.64
Tuttle, Morehouse & Taylor, for printing Report of the Agricultural Experiment Station, - - - -	970.11
Tuttle, Morehouse & Taylor, for printing Report of State Board of Health, - - - -	2,305.62
The Fowler & Miller Co., for printing Annual Report of Insurance Commissioner, parts 1 and 2, - - - -	2,170.32

JUNE.

The Fowler & Miller Co., for printing Public Acts, - - - -	1,005.39
L. M. Hubbard, Secretary of State, for postage on public Acts, - - - -	42.66
L. M. Hubbard, Secretary of State, for postage on Public Documents, - - - -	15.00
L. M. Hubbard, Secretary of State, for Advertising in sundry newspapers, - - - -	79.80
The Case, Lockwood & Brainard Co., for printing for State Board of Education, - - - -	75.75

JUNE.

Orders in favor of

The Case, Lockwood & Brainard Co., for printing proof of Revision of the General Statutes, - - -	\$1,731.25
Tuttle, Morehouse & Taylor, for printing for the State Board of Education, -	207.50
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	<u>\$33,767.15</u>

For the Year ending June 30, 1888.

JULY.

Orders in favor of

The Fowler & Miller Co., for balance due on Public Acts, - -	\$141.88
L. M. Hubbard, Secretary of State, for distributing Reports, - -	10.92
Adams Express Co., for distributing Reports, - - -	152.25

AUGUST.

Julius Koch, for translating Public Acts into German, - - -	175.00
Paul Gebhardt, for printing Public Acts in German, - - -	120.00
W. Schlein, for printing Public Acts in German, - - -	120.00
Adams Express Co., for account rend., -	56.80
Banks & Brothers, for Vol. 54 of Con- necticut Reports, - - -	530.15
The Case, Lockwood & Brainard Co., for printing Annual Reports for State Officers, - - -	4,187.45
The Case, Lockwood & Brainard Co., for printing Engrossed Bills, - -	918.95
The Case, Lockwood & Brainard Co., for printing Special Acts, - -	1,050.27
The Case, Lockwood & Brainard Co., for printing Public Acts, - -	454.82
The Case, Lockwood & Brainard Co., for printing Register and Manual, -	846.80
The Case, Lockwood & Brainard Co., for printing for Secretary of State, -	465.00

AUGUST.

Orders in favor of

The Case, Lockwood & Brainard Co., for printing for State officers,	-	\$289.10
The Case, Lockwood & Brainard Co., for printing Annual Report of the State Board of Agriculture,	-	2,317.50
The Case, Lockwood & Brainard Co., for printing Senate Journal Daily and Regular,	- - -	2,205.20
The Case, Lockwood & Brainard Co., for printing House Journal Daily and Regular,	- - -	2,906.65
The Case, Lockwood & Brainard Co., for binding 275 sets of Public Docu- ments,	- - - -	554.50
The Case, Lockwood & Brainard Co., for printing Calendars, Reports, Resolutions, etc., for the General Assembly,	- - - -	5,692 32
Adams Express Co., for account ren- dered,	- - - -	4.20

OCTOBER.

Tuttle, Morehouse & Taylor, for printing for State Board of Education,	-	58.62
L. M. Hubbard, Secretary of State, for State Register,	- - -	15.00

NOVEMBER.

Wiley, Waterman & Eaton, for printing Report of State Attorneys,	- -	35.65
Wiley, Waterman & Eaton, for printing for Secretary of State,	- -	10.25
Adams Express Co., for account ren- dered,	- - - -	2.65
The Case, Lockwood & Brainard Co., for printing for State Officers,	-	128.25
L. M. Hubbard, Secretary of State, for State Register,	- - -	10.00

DECEMBER.

Mrs. R. S. Hinman, for work on State Register,	- - - -	60.00
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Orders in favor of

Charles J. Hoadly, for work on State Register,	\$15.00
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JANUARY.

Pelton & King, for printing Shell-fish Commissioners' Report,	160.00
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L. M. Hubbard, Secretary, for Connecticut Register,	8.00
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Wiley, Waterman & Eaton, for printing Report Concerning Jails,	85.15
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FEBRUARY.

The Meriden Republican, for printing Report of the State Reform School,	199.00
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The Kellogg & Bulkeley Co., for work on State Register,	182.50
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Mrs. R. S. Hinman, for work on State Register,	150.00
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George D. Curtiss, for work on State Register,	100.00
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L. M. Hubbard, Secretary, stamps, etc., for State Register,	46.95
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Adams Express Co., for distributing General Statutes,	143.25
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The Case, Lockwood & Brainard Co., for printing for State Officers,	545.75
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MARCH.

Adams Express Co., for distributing General Statutes,	64.95
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Pelton & King, for printing Report of the Connecticut Commissioners on the Boundary Line between Rhode Island and Connecticut,	326.50
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The Case, Lockwood & Brainard Co., for 1st edition of General Statutes,	6,880.90
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W. H. Dodd & Co., for printing for Railroad Commissioners,	90.00
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Tuttle, Morehouse & Taylor, for printing Report of Agricultural Experiment Station,	1,154.22
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APRIL.

Orders in favor of	
Adams Express Co., for account rendered,	\$8.05
L. M. Hubbard, for postage on Reports,	10.00

MAY.

Tuttle, Morehouse & Taylor, for printing Report of State Board of Education,	1,971.60
Tuttle, Morehouse & Taylor, for printing Report of State Board of Health,	2,250.74
Tuttle, Morehouse & Taylor, for printing School Laws,	739.02
Tuttle, Morehouse & Taylor, for printing for Secretary of State Board of Education,	36.00
The Fowler & Miller Co., for printing Annual Report of Insurance Commissioner, Parts 1 and 2,	2,083.54

\$40,771.30

No. 22.

SOLDIERS' CHILDREN.

For the Year ending June 30, 1887.

Orders in favor of the Treasurers of the following named Towns for amount due Children of Deceased Soldiers :

Bridgeport,	\$475.44	New Haven,	\$806.99
Durham,	55.50	Norwich,	529.93
Enfield,	167.58	Norwalk,	1,537.72
Fairfield,	302.78	Southington,	78.00
Groton,	259.05	Watertown,	78.00
Hartford,	468.00	Windham,	78.00
Kent,	156.00	Winchester,	361.08
Madison,	58.50	Wilton,	426.00
New Britain,	73.71	Woodbury,	204.84

\$6,117.12

For the Year ending June 30, 1888.

Orders in favor of the Treasurers of the
following named Towns for amount
due Children of Deceased Soldiers :

Bridgeport,	\$295.72	Norwich,	\$1,052.76
Enfield,	48.85	Norwalk,	1,207.24
Fairfield,	78.00	Southington,	76.50
Groton,	214.50	Watertown,	62.15
Hartford,	418.71	Windham,	78.00
Kent,	150.43	Winchester,	312.00
Madison,	97.50	Wilton,	390.00
New Haven,	203.36	Woodbury,	234.00
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			\$4,919.72
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No. 23.

FISH COMMISSIONERS.

For the Year ending June 30, 1887.

Orders in favor of

William M. Hudson, for services and expenses as Commissioner,	\$250.00
Robert G. Pike, for services and expenses as Commissioner,	157.05
James A. Bill, for services and expenses as Commissioner,	149.25
Henry J. Fenton, for 340,000 brook trout fry,	1,000.00
Henry J. Fenton, for shad hatching,	975.00
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	\$2,531.30
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For the Year ending June 30, 1888.

Orders in favor of

William M. Hudson, for services and expenses as Commissioner,	\$244.00
Robert G. Pike, for services and expenses as Commissioner,	274.05

Orders in favor of			
James A. Bill, for services and expenses			
as Commissioner, - - -		\$178.00	
Henry J. Fenton, for 336,000 brook trout			
fry, - - - - -		1,000.00	
Henry J. Fenton, for shad hatching, -		975.00	
R. B. Chalker, for statistics, - -		25.00	
			<u>\$2,696.05</u>

No. 24.

SHELL-FISH COMMISSIONERS.

For the Year ending June 30, 1887.

Orders in favor of			
Robert G. Pike, for services and expenses			
as Commissioner, - - -		\$1,452.97	
William M. Hudson, for services and			
expenses as Commissioner, -		1,056.53	
James A. Bill, for services and expenses			
as Commissioner, - - -		1,899.25	
J. E. Scanlan, for services as Auditor,		25.00	
F. L. Rogers, for services as Auditor,		25.00	
			<u>\$4,458.75</u>

**Advances to the Shell-Fish Commissioners.*

Orders in favor of			
The Commissioners —			
July, - - - - -		\$1,825.00	
November, - - - - -		1,825.00	
April, - - - - -		1,700.00	
June, - - - - -		600.00	
			<u>\$5,950.00</u>
			<u>\$10,408.75</u>

* This account represents the amount of money drawn for the current expenses of the "Shell-Fish Commissioners" during the year. Vouchers for the same are presented at this office quarterly. The Commissioners' receipts from all sources for the year amount to \$8,401.61, which sum has been received by the Treasurer and appears in the statement of receipts published in this report.

For the Year ending June 30, 1888.

Orders in favor of		
Robert G. Pike, for services and expenses		
as Commissioner, - - -	\$1,077.79	
William M. Hudson, for services and		
expenses as Commissioner, - -	1,314.76	
James A. Bill, for services and expenses		
as Commissioner, - - -	489.90	
J. E. Scanlan, for services as Auditor, -	40.00	
F. L. Rogers, for services as Auditor, -	40.00	
H. C. Rowe, for oyster grounds released,	3,949.50	
Lancraft Bros., for oyster grounds released,	638.90	
Jeremiah Smith & Sons, for oyster		
grounds released, - - -	1,263.60	
J. and G. H. Smith, for oyster grounds		
released, - - -	205.80	
George C. Moore, for oyster grounds		
released, - - -	320.00	
Sherman and Dwight Chipman, for		
oyster grounds released, - -	150.00	
Ernest Kuhney, for oyster grounds		
released, - - -	413.20	
W. H. Stevens, for oyster grounds		
released, - - -	133.30	
Willett Barnes, for oyster grounds		
released, - - -	200.00	
Charles H. Seeley, for oyster grounds		
released, - - -	103.30	
George C. Hamilton, for oyster grounds		
released, - - -	440.90	
Woodward Bros., for oyster grounds		
released, - - -	178.90	
		\$10,959.85

** Advances to the Shell-Fish Commissioners.*

Orders in favor of
The Commissioners —

July,	-	-	-	\$1,950.00
January,	-	-	-	1,950.00

\$3,900.00

\$14,859.85

No. 25.

STATE BOARD OF HEALTH.

For the Year ending June 30, 1887.

Orders in favor of

C. A. Lindsley, for his salary as Secretary,	-	-	-	\$1,800.00
C. A. Lindsley, for annual appropriation for expenses of the Board,	-	-	-	3,200.00

\$5,000.00

For the Year ending June 30, 1888.

Orders in favor of

C. A. Lindsley, for his salary as Secretary,	-	-	-	\$1,800.00
C. A. Lindsley, for appropriation for expenses of the Board,	-	-	-	3,400.00
C. A. Lindsley, for appropriation for pollution of streams,	-	-	-	200.00

\$5,400.00

* This account represents the amount of money drawn for the current expenses of the "Shell-Fish Commissioners" during the year. Vouchers for the same are presented at this office quarterly. The Commissioners' receipts from all sources for the year amount to \$10,131.18, which sum has been received by the Treasurer and appears in the statement of receipts published in this report.

No. 26.

RAILROAD COMMISSIONERS.

For the Year ending June 30, 1887.

Orders in favor of			
Geo. M. Woodruff, for his salary as			
Commissioner,	-	-	\$3,000.00
William H. Hayward, for his salary as			
Commissioner,	-	-	3,000.00
John W. Bacon, for his salary as Com-			
missioner,	-	-	2,750.00
George T. Utley, for his salary as Clerk,			1,800.00
George T. Utley, for office expenses,	-	-	346.70
			<hr/>
			\$10,896.70
			<hr/>

For the Year ending June 30, 1888.

Orders in favor of			
George M. Woodruff, for his salary as			
Commissioner,	-	-	\$3,000.00
William H. Hayward, for his salary as			
Commissioner,	-	-	3,000.00
John W. Bacon, for balance of his salary			
as Commissioner,	-	-	500.00
William O. Seymour, for his salary as			
Commissioner,	-	-	2,750.00
George T. Utley, for his salary as Clerk,			1,800.00
George T. Utley, for office expenses,	-	-	868.62
			<hr/>
			\$11,918.62
			<hr/>

No. 27.

BANK COMMISSIONERS.

For the Year ending June 30, 1887.

Orders in favor of			
James W. Hyatt, for balance of his			
salary as Commissioner,	-	-	\$1,540.51
Thomas W. Williams, for balance of his			
salary as Commissioner,	-	-	2,083.33

Orders in favor of			
George M. Landers, for his salary as			
Commissioner,	-	-	\$833.34
H. V. and H. W. Poor, for account			
rendered,	-	-	18.00
W. B. Dana & Co., for account rendered,			18.40
Thomas W. Williams, for office expenses,			19.07
			<hr/>
			\$4,512.65

For the Year ending June 30, 1888.

Orders in favor of			
George M. Landers, for his salary as			
Commissioner,	-	-	\$2,291.64
Charles H. Noble, for his salary as Com-			
missioner,	-	-	2,124.40
George M. Landers, for office expenses,			42.90
D. W. C. Pond, for account rendered,	-		6.00
W. B. Dana & Co., for account rendered,			12.93
			<hr/>
			\$4,477.87

No. 28.

INSURANCE COMMISSIONER.

For the Year ending June 30, 1887.

Orders in favor of			
Orsamus R. Fyler, Commissioner, for			
salaries and expenses :			
For Commissioner's salary, 11 months at			
\$3,500 per annum,	-	-	\$3,208.34
For Actuary's salary, 11 months at			
\$3,000 per annum,	-	-	2,750.00
For Chief Clerk's salary, 11 months at			
\$1,200 per annum,	-	-	1,100.00
For Assistant Clerk's salary, 11 months			
at \$1,020 per annum,	-	-	935.00
For three Clerks' salary, 11 months at			
\$780 per annum,	-	-	2,145.00

Orders in favor of

For two Clerks' salary, 11 months at		
\$720 per annum, - - -	\$1,320.00	
For one Clerk's salary, 8 months, 12		
days, at \$720 per annum, - -	504.00	
For per diem services, - - -	854.15	
For printing and binding, - -	379.20	
For legal services, - - -	615.55	
For incidental expenses, - - -	613.69	
J. E. Scanlan, for services as Auditor, -	50.00	
F. L. Rogers, for services as Auditor, -	50.00	

\$14,524.93

For the Year ending June 30, 1888.

Orders in favor of

Orsamus R. Fyler, Commissioner, for
salaries and expenses —

For Commissioner's salary, - - -	\$3,500.00	
“ Actuary's salary, - - -	3,000.00	
“ Chief Clerk's salary, 1 mo.		
at \$1,200 per annum, \$100.00		
“ Chief Clerk's salary 11 mo.		
at \$1,800 per annum, 1,650.00—1,750.00		
“ Assistant Clerk's salary 1		
mo. at \$1,020 per annum, 85.00		
“ Assistant Clerk's salary 11		
mo. at \$1,400 per annum, 1,283.32—1,368.32		
“ three Clerks, at \$780 per annum, -	2,340.00	
“ two Clerks, 11 mo., at \$780 per annum, 1,430.00		
“ two Clerks 1 mo., at \$720 per annum, 120.00		
“ Per-diem services, - - -	912.00	
“ Printing and binding, - - -	242.55	
“ Legal services, - - -	1,238.07	
“ Incidental expenses, - - -	536.22	
“ Examining Continental Life Insur-		
ance Co. of Hartford, - - -	1,771.94	
J. E. Scanlan for services as Auditor, -	40.00	
F. L. Rogers for services as Auditor, -	40.00	

\$18,289.10

No. 29.

STATE BOARD OF CHARITIES.

For the Year ending June 30, 1887.

Orders in favor of			
Henry E. Burton, for his salary as			
Secretary, - - - -		\$1,425.00	
L. W. Wessells, for expenses as member			
of the Board, - - - -		65.45	
Henry E. Burton, for expenses as Secre-			
tary of the Board, - - - -		647.73	
Mrs. Virginia T. Smith, for expenses as			
member of the Board, - - - -		209.71	
Mrs. Francis Bacon, for expenses as			
member of the Board, - - - -		123.85	
Lucius R. Hazen, for stationery, - - - -		31.35	
James S. Stewart, for printing, - - - -		70.35	
The Case, Lockwood & Brainard Co.,			
for printing, - - - -		74.75	
			<u>\$2,648.19</u>

For the Year ending June 30, 1888.

Orders in favor of			
Henry E. Burton, for his salary as			
Secretary, - - - -		\$1,500.00	
Henry E. Burton, for expenses as Secre-			
tary, - - - -		476.17	
L. W. Wessells, for expenses as mem-			
ber of the Board, - - - -		21.94	
Mrs. Virginia T. Smith, for expenses as			
member of the Board, - - - -		110.90	
Mrs. Frances Bacon, for expenses as			
member of the Board, - - - -		70.93	
Lucius R. Hazen, for stationery, - - - -		99.15	
Hawley, Goodrich & Co., for newspapers,		9.95	
Charles F. Brown, for services rendered,		6.00	
			<u>\$2,295.04</u>

No. 30.

TAXES REFUNDED.

For the Year ending June 30, 1887.

Orders in favor of

City National Bank of Hartford,	-	\$2.40
Phoenix Insurance Co. of Hartford,	-	15.00
Ælma Insurance Co. of Hartford,	-	132.00
Travelers Insurance Co. of Hartford,	-	7.65
Selectmen of Newtown,	-	50.00
Fidelity Casualty Co.,	-	41.43

\$248.48

For the Year ending June 30, 1888.

Orders in favor of

Town of Stonington,	-	-	\$70.40
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No. 31.

COMMISSIONERS OF PHARMACY.

For the Year ending June 30, 1887.

Orders in favor of

E. A. Gessner, for salary as Commissioner,	-	-	\$302.80
N. D. Sevin, for salary as Commissioner,	-	-	300.00
F. D. Edgerton, for salary as Commissioner,	-	-	300.00
N. D. Sevin, Treasurer, for expenses,	-	-	90.75

\$993.55

For the Year ending June 30, 1888.

Orders in favor of

E. A. Gessner, for salary as Commissioner,	-	-	\$300.00
N. D. Sevin, for salary as Commissioner,	-	-	300.00
F. D. Edgerton, for salary as Commissioner,	-	-	300.00
N. D. Sevin, Treasurer, for expenses,	-	-	79.10

\$979.10

No. 32.

SPECIAL COMMISSIONS.

For the Year ending June 30, 1887.

Orders in favor of

W. L. Thayer, for services rendered to Special Tax Commission, - .	\$50.00
J. D. Bates, for expenses as member of Special Tax Commission, - .	98.74
Isaac W. Brooks, for expenses as mem- ber of Special Tax Commission, - .	46.60
Smith P. Glover, for expenses as mem- ber of Special Tax Commission, - .	62.81
Morris F. Tyler, for expenses as mem- ber of Special Tax Commission, - .	10.00
Simeon E. Baldwin, for expenses as member of Special Tax Commission,	55.20
Chas. H. Clark, for clerical assistance and for expenses of the Special Tax Commission,	334.64
C. D. Nott, for expenses of State Prison Building Commission, - .	46.00
W. S. Bronson, for expenses of the State Prison Building Commission, - .	51.30
Commission on boundary line between Rhode Island and Connecticut, for expenses, -	533.98
Francis Wayland and John C. Taylor, for expenses as delegates to National Prison Congress at Atlanta, Ga., - .	161.00
The Nathan Hale Statue Commission, - .	5,000.00
George P. McLean, for services in re- vising General Statutes, - . .	4,500.00
R. Jay Walsh, for services in revising General Statutes, -	4,500.00
Augustus H. Fenn, for services in re- vising General Statutes, - . .	4,500.00
James A. Hovey, for services in revising General Statutes, -	4,500.00

Orders in favor of

Commission for preparing laws made necessary by Constitutional Amendment providing for Biennial Session —	
George P. McLean, for services and expenses, - - - -	\$300.00
R. Jay Walsh, for services and expenses, - - - -	300.00
W. H. R. Hoyt, for services and expenses, - - - -	300.00
James A. Hovey, for services and expenses, - - - -	300.00
* William Hamersley, for services and expenses, - - - -	300.00
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	\$25,950.27
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For the Year ending June 30, 1888.

Orders in favor of

The Putnam Monument Commission, for Paul Gerhardt, Sculptor, - -		\$9,750.00
The Putnam Camp Ground Memorial Commission, - - - -		800.00
The Commission on Boundary Line between Rhode Island and Connecticut, for expenses, - - - -		52.67
The Pawcatuck River Commission, for expenses, - - - -		248.92
The Putnam Monument Commission appropriation, for Dedication of the Putnam Statue at Brooklyn, -		6,500.00
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		\$17,351.59
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* A part of appropriation made by House Joint Resolution, No. 159. This amount was returned to the State Treasury by William Hamersley and appears in the statement of Miscellaneous Receipts in this Report.

No. 33.

BUREAU OF LABOR STATISTICS.

For the Year ending June 30, 1887.

Orders in favor of	
Arthur T. Hadley, for his salary as Commissioner, - - -	\$2,000.00
Henry C. Luddington, for salary as Clerk, -	1,800.00
Arthur T. Hadley, for office expenses, -	121.23
Isaac Mailhouse, for services and expenses as Agent, - - -	48.37
George E. Robertson, for services and expenses as Agent, - - -	186.29
Charles B. Leonard, for services and expenses as Agent, - - -	101.93
Edward D. Robbins, for services and expenses as Agent, - - -	25.00
Lucy R. Bliss, for services and expenses as Agent, - - -	60.00
Samuel M. Hotchkiss, for expenses as Commissioner, - - -	444.98
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	<u>\$4,787.80</u>

For the Year ending June 30, 1888.

Orders in favor of	
Samuel M. Hotchkiss, for his salary as Commissioner, - - -	\$1,999.92
Jacob A. Biddle, for his salary as Clerk, -	1,275.00
Samuel S. Hotchkiss, for his salary Clerk, -	118.00
George W. Hewitt, for services and expenses as Special Agent, - -	1,230.09
Alice S. Fuller, for services and expenses as Special Agent, - - -	25.50
Austin Brainard, for indexing annual report, - - -	82.50
Austin Brainard, for services and expenses as Special Agent, - -	118.26
C. A. Quintard, for services and expenses as Special Agent, - - -	82.89

Orders in favor of

F. A. Canfield, for services and expenses	
as Special Agent, - - -	\$131.09
F. H. Ayers, for services and expenses	
as Special Agent, - - -	352.92
Samuel M. Hotchkiss, for payments to	
Special Agent, - - -	257.40
Samuel M. Hotchkiss, for expenses as	
Commissioner, - - -	1,278.35
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	\$6,951.92
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No. 34.

INSPECTOR OF FACTORIES.

For the Year ending June 30, 1888.

Orders in favor of

William P. Kelley, for his salary as In-	
spector, - - -	\$1,375.00
William P. Kelley, for his expenses as	
Inspector, - - -	1,193.92
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	\$2,568.92
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DR.

General Account of Expenditures.

For payments from the Treasury from the 30th of June, 1886, to the 1st of July, 1887, for the current expenses of the Government as per preceding accounts under the following heads, viz.:

No.

1	Sessions of the General Assembly,	\$110,129.39
2	Salaries and Expenses in Executive Offices,	- - - 25,973.20
3	Judicial Expenses,	- - - 262,995.22
4	Board of Prisoners in County Jails,	78,281.15
5	State Capitol and Grounds,	- 33,333.92
6	Contingent Expenses,	- - 26,660.43
7	State Board of Education,	- 19,695.61
8	State Normal School,	- - 24,177.41
9	Common Schools,	- - - 236,323.40
10	State Library,	- - - 2,946.66
11	State Prison,	- - - 104,112.63
12	State Reform School,	- - 56,666.24
13	Connecticut Industrial School,	- 39,447.29
14	State Paupers,	- - - 6,108.39
15	Humane Institutions,	- - 140,617.08
16	Sick and Wounded Soldiers,	- 60,002.80
17	Deceased Soldiers,	- - - 6,643.00
18	Agricultural Affairs,	- - - 28,699.74
19	National Guard,	- - - 167,592.95
20	Governor's Guard,	- - - 7,546.47
21	Printing and Circulating Public Documents,	- - - 33,767.15
22	Soldiers' Children,	- - - 6,117.12
23	Fish Commissioners,	- - 2,531.30
24	Shell-Fish Commissioners,	- - 10,408.75
25	State Board of Health,	- - 5,000.00
26	Railroad Commissioners,	- - 10,896.70
27	Bank Commissioners,	- - 4,512.65
28	Insurance Commissioner,	- - 14,524.93
29	State Board of Charities,	- - 2,648.19
30	Taxes Refunded,	- - - 248.48

General Account of Receipts.

CR.

By payments into the Treasury from the 30th of June, 1886, to the 1st of July, 1887.

By	Balance of account July 1, 1886,	\$230,442.48
	Receipts from Commissioners of	
	Pharmacy, - - -	1,218.00
	Receipts from Shell-Fish Commis-	
	sioners, - - -	8,401.61
	Bank Commissioners' salaries, -	5,075.00
	Railroad Commissioners' salaries,	11,139.05
	Fees from Executive Secretary, -	466.00
	Fees from Secretary of State, -	1,392.00
	Miscellaneous Receipts, - -	3,792.20
	Receipts from Insurance Commis-	
	sioner, - - -	19,182.63
	State Taxes from Towns, -	698,355.22
	Military Commutation Taxes,	103,045.00
	Taxes from Telegraph and Telephone	
	Companies, - - -	7,114.50
	Taxes from Express Companies, -	9,094.45
	Taxes from Mutual Insurance Com-	
	panies, - - -	230,074.87
	Taxes from Agents of Insurance	
	Companies of other States, -	23,929.32
	Taxes from Mutual Life Insurance	
	Companies of Massachusetts, -	1,144.54
	Taxes from Premiums of Insurance	
	Companies of other States, -	899.59
	Taxes from Savings Banks,	211,393.72
	Taxes from Railroads, -	567,571.99
	Taxes from Non-Resident Stock-	
	holders, - - -	74,672.02
	Taxes from Stock unreported to	
	Town Assessors, - - -	5.25
	Interest on Deposits, - - -	21,388.11

\$2,229,797.55

DR.

General Account of Expenditures.

31	Commissioners of Pharmacy,	-	\$993.55
32	Special Commissions,	-	25,950.27
33	Bureau of Labor Statistics,	-	4,787.80
			<hr/>
			\$1,560,339.87

State bonds redeemed,	-	-	\$40,600.00
Interest paid on State Bonds,	-	-	156,821.00
Interest on principal of the School Fund,			542.39
Interest on revenue of the School Fund,			2,218.23
Interest on Town Deposit Fund,	-	-	544.66
Interest on principal of Agricultural Col- lege Fund,	-	-	111.92
			<hr/>
			\$200,838.20
			<hr/>
			\$1,761,178.07

Add amount of Civil List Orders, Num- bers 205, 226, 243, and 184, out- standing last year,	-	-	\$1,003.17
			<hr/>
			\$1,762,181.24

Deduct amount of Civil List Orders, Numbers 283, 417, 451, 470, 529, 598, and 601, drawn, but not paid, June 30, 1887,	-	-	410.10
			<hr/>
			\$1,761,771.14

To balance of account carried forward to July 1, 1887,	-	-	\$490,570.60
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\$2,252,341.74

General Account of Receipts.

CR.

From Forfeited Bonds.

By	Cash of William Hamersley, State Attorney, Hartford County, -	\$4,183.72	
	Cash of James Huntington, State Attorney, Litchfield County, -	1,802.11	
	Cash of T. E. Doolittle, State Attorney, New Haven County, -	7,255.65	
	Cash of B. H. Bill, State Attorney, Tolland County, -	649.39	
	Cash of W. T. Elmer, State Attorney, Middlesex County, -	1,145.23	
	Cash of Samuel Fessenden, State Attorney, Fairfield County, -	2,611.89	
	Cash of John J. Penrose, State Attorney, Windham County, -	2,659.41	
	Cash of George E. Terry, Assistant State Attorney, New Haven County, -	1,343.81	
			<u>\$21,651.21</u>

From Avails of Courts.

By	Cash of W. F. Hurlbut, Clerk of Court of Common Pleas, Litchfield County, -	\$107.94	
	Cash of C. E. Fellowes, Clerk of Court of Common Pleas, Hartford County, -	308.04	
	Cash of C. W. Johnson, Clerk of Superior Court, Hartford County, -	447.00	
	Cash of David Greenslit, Admr. on estate of E. L. Cundall, -	30.00	
			<u>\$892.98</u>
			<u>\$2,252,341.74</u>
	Balance of account to July 1, 1887,		<u>\$490,570.60</u>

Dr.

General Account of Expenditures.

For payments from the Treasury from the 30th of June, 1887, to the 1st of July, 1888, for the current expenses of the Government as per preceding accounts under the following heads, viz.:

No.

1	Sessions of the General Assembly,	\$427.00
2	Salaries and Expenses in Executive Offices,	25,434.91
3	Judicial Expenses,	280,539.90
4	Board of Prisoners in County Jails,	89,735.81
5	State Capitol and Grounds,	29,973.77
6	Contingent Expenses,	37,586.09
7	State Board of Education,	15,237.63
8	State Normal School,	18,341.33
9	Common Schools,	237,224.50
10	State Library,	2,788.69
11	State Prison,	128,032.68
12	State Reform School,	85,325.43
13	Connecticut Industrial School,	44,944.06
14	State Paupers,	5,890.31
15	Humane Institutions,	143,253.35
16	Sick and Wounded Soldiers,	43,963.23
17	Deceased Soldiers,	9,023.90
18	Agricultural Affairs,	39,298.20
19	National Guard,	153,907.00
20	Governor's Guard,	9,812.45
21	Printing and Circulating Public Documents,	40,771.30
22	Soldiers' Children,	4,919.72
23	Fish Commissioners,	2,696.05
24	Shell-Fish Commissioners,	14,859.85
25	State Board of Health,	5,400.00
26	Railroad Commissioners,	11,918.62
27	Bank Commissioners,	4,477.87
28	Insurance Commissioner,	18,289.10
29	State Board of Charities,	2,295.04
30	Taxes Refunded,	70.40

General Account of Receipts.

CR.

By payments into the Treasury from the 30th of June, 1887, to the 1st of July, 1888:

By Balance of Account, July 1, 1887,	\$490,570.60
Receipts from Commissioners of	
Pharmacy, - - -	1,184.00
Receipts from Shell-Fish Commis-	
sioners, - - -	10,131.18
Railroad Commissioners' salaries, -	11,234.51
Bank Commissioners' salaries, -	4,683.50
Fees from Executive Secretary, -	319.50
Fees from Secretary of State, -	1,392.10
Miscellaneous Receipts, - -	23,874.43
Receipts from Insurance Commis-	
sioner, - - -	18,545.98
State Taxes from Towns, -	437,157.23
Military Commutation Taxes, -	109,055.40
Taxes from Telegraph and Tele-	
phone Companies, - -	7,185.93
Taxes from Savings Banks, -	223,985.70
Taxes from Mutual Life Insurance	
Companies of Massachusetts, -	1,207.21
Taxes from Non-resident Stock-	
holders, - - -	75,858.34
Taxes from Mutual Insurance	
Companies, - - -	231,775.63
Taxes from Stock misreported to	
Town Assessors, - - -	5.50
Taxes from Agents of Insurance	
Companies of other States, -	23,952.97
Taxes from Premiums of Insurance	
Companies of other States, -	1,403.42
Taxes from Express Companies, -	9,745.44
Taxes from Rolling Stock Companies,	298.20
Taxes from Railroad Companies, -	641,724.79
Corporate Franchise Tax, - -	12,700.00
Interest on Deposits, - - -	25,326.42

DR.

General Account of Expenditures.

31	Commissioners of Pharmacy,	-	\$979.10
32	Special Commissions,	-	17,351.59
33	Bureau of Labor Statistics,	-	6,951.92
34	Inspector of Factories,	-	2,568.92
			<hr/>
			\$1,534,339.72
	State bonds redeemed,	-	\$990,000.00
	Interest paid on State bonds,	-	139,500.00
	Interest paid on State bonds re-		
	deemed,	-	8,250.01
	Interest on principal of the School		
	Fund,	-	570.27
	Interest on revenue of the School Fund,	-	2,184.73
	Interest on Town Deposit Fund,	-	519.85
	Interest on principal of Agricultural		
	College Fund,	-	205.69
			<hr/>
			\$1,141,230.55
			<hr/>
			\$2,675,570.27
	Add amount of Civil List Orders,		
	Numbers 283, 417, 451, 470, 529,		
	598, and 601, outstanding last		
	year,	-	410.10
			<hr/>
			\$2,675,980.37
	Deduct amount of Civil List Order,		
	Number 946, drawn but not paid		
	June 30, 1888,	-	35.00
			<hr/>
			\$2,675,945.37
	To balance of account carried forward		
	to July 1, 1888,	-	751,699.03

\$3,427,644.40

General Account of Receipts.

CR.

State Bonds sold —

Bonds, \$1,000,000.00

Premium, 29,100.00

Interest accrued, 5,703.08

1,034,803.08

\$3,398,121.06

From Forfeited Bonds.

By Cash of George M. Thayer, State Attorney, New London County,	\$3,751.25
Cash of W. T. Elmer, State Attorney, Middlesex County,	- 608.94
Cash of James Huntington, State Attorney, Litchfield County,	- 1,605.18
Cash of T. E. Doolittle, State Attorney, New Haven County,	- 7,397.38
Cash of B. H. Bill, State Attorney, Tolland County,	- 1,229.02
Cash of Samuel Fessenden, State Attorney, Fairfield County,	- 3,526.82
Cash of John J. Penrose, State Attorney, Windham County,	- 2,343.50
Cash of William Hamersley, State Attorney, Hartford County,	- 2,438.12
Cash from George E. Terry, Assistant State Attorney, New Haven County,	- 940.57
Cash from George M. Gunn, Prosecuting Attorney, New Haven County,	- 5,062.69

\$28,903.47*From Avails of Courts.*

By Cash of John C. Averill, Clerk of Court of Common Pleas, New London County,	- \$100.03
Cash of Charles E. Fellowes, Clerk of Court of Common Pleas, Hartford County,	- 400.56
Cash of Jonathan Ingersoll, Clerk of Court of Common Pleas, New Haven County,	- 119.28

\$619.87\$3,427,644.40

Balance of Account to July 1, 1888, - - \$751,699.03

DR.

General Account of Orders on the School Fund.

Orders drawn by the Comptroller on
the Treasurer from the 30th of June,
1886, to the 1st of July, 1887, for
the amount of School Dividend due
to sundry Towns for support of
schools, - - - - -

\$114,945.00

Orders drawn by the Comptroller on
the Treasurer from the 30th of June,
1887, to the 1st of July, 1888, for
the amount of School Dividend due
to sundry Towns for the support of
schools, - - - - -

\$116,199.00

from the 30th of June, 1887, to July 1st, 1888.

CR.

By account of orders drawn by the
Comptroller on the Treasurer, and
paid by him from interest on the
School Fund, from the 30th of June,
1886, to July 1, 1887, as per Comptroller's Accounts and Auditors' Report, - - - -

\$114,945.00

By account of orders drawn by the
Comptroller on the Treasurer, and
paid by him from interest on the
School Fund, from the 30th of June,
1887, to July 1, 1888, as per Comptroller's Accounts and Auditors' Report, - - - -

\$116,199.00

ABSTRACT OF EXPENDITURES OF THE STATE OF CONNECTICUT FOR NINE YEARS AND SEVEN MONTHS ENDING JUNE 30, 1888.

1. Sessions of the General Assembly.	2. Salaries and Ex- penses in Execu- tive Offices.	3. Judicial Expenses.	4. Board of Prisoners in County Jails.	5. State Capitol and Grounds.	6. Contingent Expenses.	7. State Board of Education.	8. State Normal School.	9. Common Schools.	10. State Library.	11. State Prison.	12. State Reform School.	13. Connecticut Industrial School.	14. State Paupers.	15. Humane Institutions.	16. Agricultural Affairs.
1879 \$97,189.85	\$1,162.53	\$22,681.84	\$3,896.25	\$104,264.40	\$2,463.32	\$9,253.29	\$11,000.00	\$210,639.00	\$7,731.52	\$7,644.95	\$32,686.60	\$1,666.91	\$3,882.02	\$89,851.32	\$13,000.00
1880 104,886.23	23,443.34	236,698.93	50,656.04	55,672.52	7,388.48	9,944.50	12,700.00	219,421.50	4,232.19	7,992.87	49,435.91	34,516.48	4,055.01	157,705.31	13,200.00
1881 105,487.50	24,680.70	231,805.30	57,417.42	32,009.76	16,288.48	11,231.27	26,800.00	219,851.50	6,232.87	10,350.08	51,468.18	45,800.21	3,876.40	177,680.45	13,100.00
1882 106,441.61	21,744.40	233,307.79	70,203.49	40,855.44	4,987.72	8,368.03	49,500.00	223,773.00	2,846.88	12,408.19	43,468.48	29,955.56	4,711.13	184,925.45	38,750.00
1883 112,478.31	29,033.51	226,848.42	74,207.45	33,788.55	31,406.71	9,340.98	47,547.12	227,283.00	6,397.30	11,084.17	74,568.79	31,544.25	5,023.84	130,125.10	30,805.08
1884 108,284.08	25,659.21	229,896.98	86,573.89	29,004.59	43,990.33	10,707.17	14,527.79	228,926.50	2,809.33	7,017.46	73,752.30	38,721.72	5,962.56	162,346.92	22,978.84
*1885 108,249.35	27,145.46	165,352.30	59,316.36	15,214.11	24,504.69	6,973.65	13,839.41	229,943.50	1,805.58	4,334.18	26,533.49	30,355.19	6,080.11	100,136.69	14,044.98
1886 106,005.71	24,952.42	241,638.31	81,108.83	24,487.56	12,056.82	11,646.98	14,225.51	232,671.00	2,822.93	9,142.46	58,919.40	32,056.00	7,126.88	173,906.05	25,200.77
1887 110,129.39	25,973.20	262,995.22	75,281.15	33,333.92	26,660.43	19,695.61	24,177.41	236,323.40	2,946.66	104,112.63	56,666.34	39,447.29	6,108.39	140,617.08	28,699.74
1888 427.00	25,494.91	290,539.90	89,735.81	29,973.71	37,586.09	15,237.63	18,941.33	237,224.50	2,788.69	128,032.68	85,325.43	44,994.06	5,890.31	143,253.35	39,298.20

17. National Guard.	18. Governor's Guard.	19. Printing and Cir- culating Public Laws and Documents.	20. Soldiers' Children.	21. Fish Commissioners.	22. Shell-fish Commissioners.	23. State Board of Health.	24. Railroad Commissioners.	25. Bank Commissioners.	26. Insurance Commissioner.	27. Building New State Capitol.	28. Bureau of Labor Statistics.	29. Taxes Refunded.	30. Commissioners of Pharmacy.	31. Sundry Accounts.	32. Total, Not including In- terest paid on State Bonds.
1879 \$150,200.08	.....	\$20,544.16	\$11,947.21	\$2,416.20	.....	\$3,000.00	\$ 9,317.40	\$ 4,791.62	\$1,086.92	\$90,000.00	.....	\$26,058.39	.....	\$71.50	\$1,244,783.28
1880 113,097.49	.....	28,758.76	9,003.02	3,521.65	.....	3,000.00	10,686.02	4,999.93	15,104.15	118,131.36	.....	43.00	.....	1,500.00	1,314,213.61
1881 119,512.34	\$5,340.09	32,031.16	7,787.16	4,718.24	\$5,162.24	3,000.00	10,670.58	5,150.00	14,011.13	5,041.61	.....	279.21	.....	151.95	1,217,389.07
1882 158,182.96	5,138.55	29,384.60	7,806.73	4,968.45	16,839.59	3,000.00	11,811.97	4,871.89	13,496.68	5,000.00	.....	114.75	.....	2,600.86	1,344,078.80
1883 170,294.49	7,495.59	27,832.33	7,091.74	4,105.63	12,918.22	3,014.00	11,343.15	5,297.39	13,104.91	.....	.....	45.00	.....	23,268.56	1,357,279.13
1884 152,945.65	5,092.87	26,970.88	6,242.10	3,218.18	13,114.79	3,028.00	11,353.97	5,005.35	16,144.91	.....	.....	897.68	.....	1,035.46	1,378,185.17
*1885 98,969.31	6,494.18	15,447.63	3,684.15	2,991.50	9,066.53	1,928.00	6,433.50	2,935.04	10,019.10	.....	.....	28.80	.....	32,845.39	1,378,185.17
1886 99,394.63	5,000.00	28,396.47	6,179.74	2,600.00	9,066.53	1,928.00	11,139.05	5,005.67	15,908.13	.....	.....	246.10	.....	25,495.32	998,425.74
1887 167,592.95	7,546.47	33,767.15	6,117.42	2,531.30	10,418.75	5,000.00	10,896.70	4,512.65	14,524.93	.....	\$3,877.63	248.45	.....	49,689.29	1,308,859.11
1888 153,907.00	9,812.45	40,771.30	4,919.72	2,666.05	14,869.88	5,400.00	11,918.62	4,477.87	18,289.10	.....	6,951.92	70.40	.....	95,244.26	1,560,339.87
														75,202.68	1,594,539.72

* For seven months from Dec. 1, 1884, to July 1, 1885, caused by change of fiscal year from November 30th to June 30th.

† Sick and Wounded Soldiers, \$43,963.23; Deceased Soldiers, \$9,023.50; State Board of Charities, \$2,235.04; Special Commissions, \$17,351.59; Inspector of Factories, \$2,568.92.

Total, \$75,202.68.

STATEMENT OF THE COST OF PRINTING ANNUAL REPORTS AND OTHER
PUBLIC DOCUMENTS.

For the Year ending June 30, 1887.

The Case, Lockwood & Brainard Co. —

4,977	Reports of State Board Agriculture,	-	\$2,278.32
1,000	" " Fish Commissioners,	-	50.00
900	" " Quartermaster-General,	-	195.25
1,000	" " School Fund Commissioner,	-	46.65
1,400	" " Comptroller,	-	128.20
1,200	" " Treasurer,	-	78.65
2,000	" " Bank Commissioners,	-	1,051.10
3,500	" " Labor Bureau,	-	635.85
1,300	" " Adjutant-General,	-	254.70
2,200	" " Railroad Commissioners,	-	935.80
1,000	" " Storrs' Agricultural School,	-	52.25
2,000	" " Storrs' Agricultural School Commission,	-	190.30
2,000	" " Tax Commission,	-	65.70
750	" " School for Imbeciles,	-	14.80
200	Copies " Proofs General Statutes,	-	1,731.25
275	Sets Public Documents, bound in two volumes, for towns and libraries,	-	555.00
1,500	Copies Governor's Message,	-	38.50
1,300	" Legislative Statistics,	-	55.60
600	" Labor Bureau,	-	78.45
12	" Engrossed Bills Special Acts,	-	450.47
12	" Engrossed Bills Public Acts,	-	209.40
2,000	" Public Acts,	-	407.20
25,000	" Public Acts, 1886, cheap ed.,	-	823.62
3,000	" Special Acts,	-	587.00
300	" School Laws,	-	361.00
2,500	" Railroad Laws,	-	187.25
75	" Senate Journal, Daily,	-	210.05

650 Copies Senate Journal, Regular, -	\$1,759.47
325 " House Journal, Daily, -	380.10
650 " House Journal, Regular, -	2,212.55
Calendars, Reports, Bills, Resolutions, Bulletins, etc., for General Assembly,	3,440.10
Pelton & King —	
1,000 Reports of Hospital for Insane, -	140.00
2,000 " " Shell-Fish Commission, -	140.00
1,000 " " Industrial School, -	150.00
Wiley, Waterman & Eaton —	
800 Reports of State Attorneys, -	29.95
1,300 " " State Prison, - -	81.65
1,000 " " Jails, - - -	87.05
675 Copies Statement of Vote, -	26.36
The Meriden Republican —	
2,000 Reports of State Reform School, -	210.00
Banks & Brothers —	
251 Copies Vol. 53 Connecticut Reports, -	547.40
James S. Stewart —	
2,000 Reports of State Board of Charities, -	280.00
The Fowler & Miller Co. —	
25,000 Copies Public Acts, 1887, cheap edition, - - - -	1,147.27
1,600 Reports Insurance Commissioner, Parts 1 and 2, - - -	2,170.32
Tuttle, Morehouse & Taylor —	
7,000 Reports Agricultural Experiment Station, - - -	970.11
1,000 " Sheffield Scientific School, -	141.64
3,000 " State Board of Health, -	2,305.62
3,000 " State Board of Education, -	1,646.10
2,000 School Registers, - - -	124.00
3,000 " " - - -	157.60
3,000 " Laws, - - -	1,425.00
O. A. Dorman —	
2,400 Copies of Grand List Tables for Tax Commission Report, - -	248.56
Hoggson & Robinson —	
2,400 Reports Tax Commission, - -	207.95

For the Year ending June 30, 1888.

The Case, Lockwood & Brainard Co. —

4,795	Reports State Board of Agriculture, - -	\$2,317.50
1,200	" School Fund Commissioner, -	50.00
900	" Quartermaster-General, -	182.15
1,000	" Fish Commissioners, -	64.15
1,100	" Comptroller, -	131.10
4,500	" Labor Bureau, -	825.55
2,000	" Bank Commissioners, -	1,089.90
1,200	" Treasurer, -	123.00
800	" Estimates of State Expenditures, -	32.75
1,300	" Adjutant-General, -	546.10
2,200	" Railroad Commissioners, -	929.70
1,000	" Storrs' Agricultural School, -	54.55
400	" Railroad Commissioners, Special, -	26.50
500	" Putnam Statue Commission, -	26.35
1,000	" Dairy Commissioner, -	20.90
1,000	Copies Governor's Message, -	21.50
2,000	" General Statutes, -	6,880.90
275	Sets Public Documents, bound in two volumes, for towns and libraries, -	554.50
75	Copies Senate Journal, Daily, -	271.10
650	" Senate Journal, Regular, -	1,934.10
325	" House Journal, Daily, -	503.00
650	" House Journal, Regular, -	2,403.65
	Calendars, Reports, Bills, Resolutions, Bulletins, etc., for General Assembly, -	4,440.67
1,600	Copies Manual of the General Assembly, -	378.25
1,500	" State Register, -	846.80
2,000	" State Register, 2d ed., -	978.00
3,000	" Special Acts, -	1,050.27
2,000	" Public Acts, -	454.82
15	" Engrossed Bills Public Acts, -	238.40
14	" Engrossed Bills Spec'l Acts, -	680.55

Tuttle, Morehouse & Taylor —

7,100 Reports Agricultural Experiment		
Station,	-	\$1,154.22
5,000 Copies School Laws,	-	739.02
3,000 Reports State Board Health,	-	2,250.74
3,000 " State Board Education,	-	1,971.60

The Fowler & Miller Co. —

1,400 Reports Insurance Commissioner,		
Parts 1 and 2,	-	2,083.54

Pelton & King —

2,000 Reports Rhode Island Boundary		
Commission,	-	326.50
2,000 " Shell-Fish Commission,	-	160.00

Wiley, Waterman & Eaton —

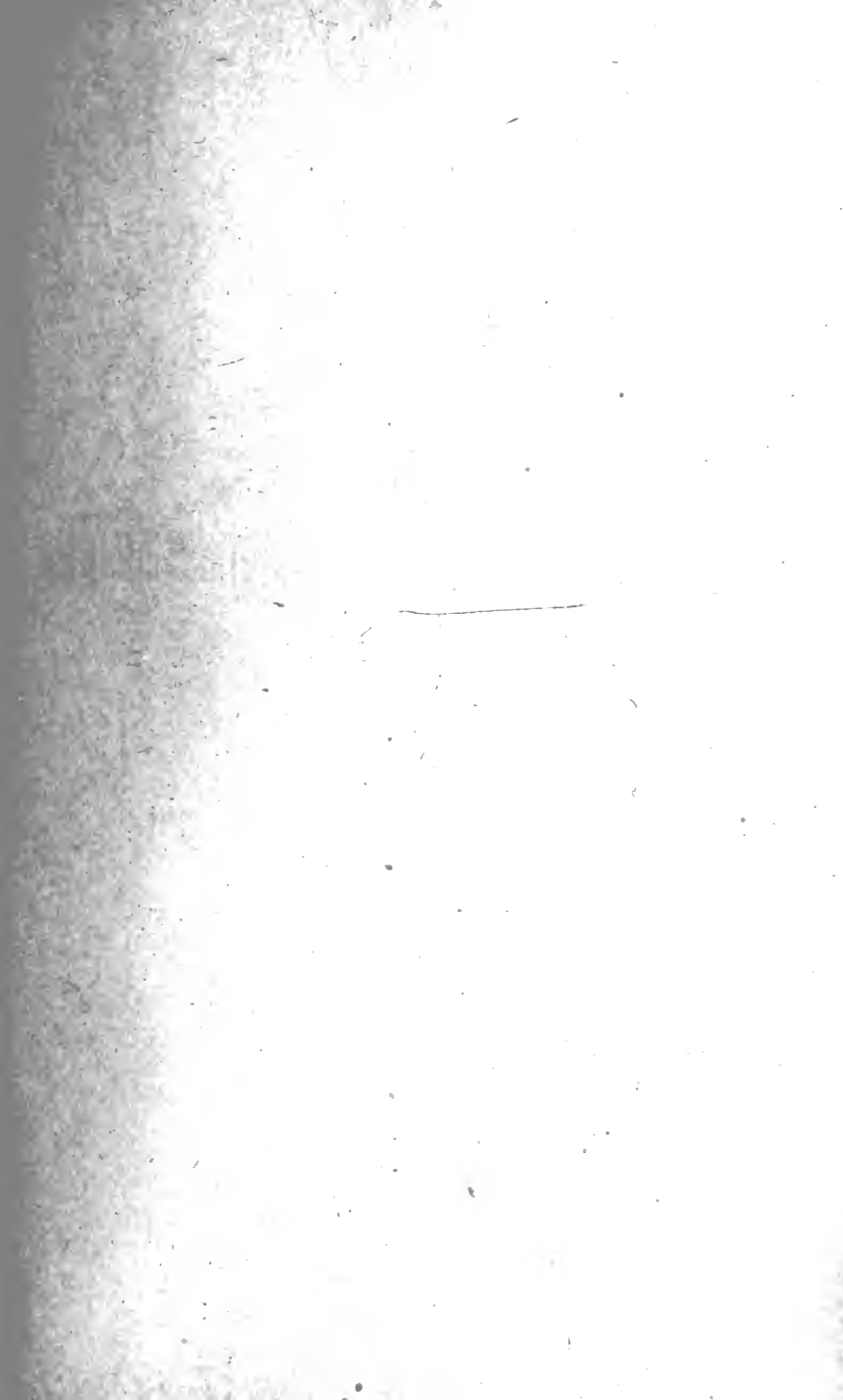
1,000 Reports Jails,	-	85.15
800 " State Attorneys,	-	29.50

The Meriden Republican —

2,000 Reports State Reform School,	-	199.00
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Banks & Brothers —

251 Copies, Vol. 54, Connecticut		
Reports,	-	530.15





State of Connecticut.

REPORT

OF THE

COMMISSIONER OF THE SCHOOL FUND

TO

HIS EXCELLENCY, THE GOVERNOR,

FOR THE FISCAL YEAR ENDING JUNE 30, 1888.

State of Connecticut.

REPORT

OF THE

COMMISSIONER *of the* SCHOOL FUND.

TO HIS EXCELLENCY, THE GOVERNOR:

During the past year a re-appraisal of the securities held by this department for loans has been completed, as required by law.

It is found that much the largest proportion of said securities are in a satisfactory condition, particularly of those accepted within the last decade. Some of the older securities are not what they should be, by reason of depreciation, but the aggregate is being reduced in number and amount. Of such as have by re-appraisal been found to be reduced below the legal requirement in value, a demand has been made for additional security or a payment of the principal sufficient to reduce the loan to such legal standard. A response in most cases in one of the two forms required has been had, but the fact still exists, and is apparent year by year, that loans made in years long past, upon the security of mortgages on farms in this State, at a distance from manufacturing centers, are depreciating; though the interest thereon, in most instances, is being paid when due. It is also found by experience in some of these cases, that an effort to call in or collect the whole or any portion of the principal involves serious consequences to the debtor; and, if pursued, a loss to the principal of the fund. To successfully dispose of such cases, is a question of many obstacles and much embarrassment.

It is hoped, however, that by vigilance, careful and constant nursing, the per centage of loss, while not large now, may be decreased yearly, rather than increased.

The losses realized upon sales of foreclosed real estate for the fiscal year ending June 30, 1887, not provided for, is \$11,937.36. The losses on sales since that date are \$281.87.

There is among the assets of the School Fund fifty shares of the Stafford National Bank. The bank was placed in the hands of a receiver in the month of October, 1887. It is reported that the creditors of the bank have been paid in full. How much, if anything, will be realized by the stockholders has not been determined.

The General Assembly has generously, and I think in every instance, unanimously, assisted this department at each session, since attention was called in my reports to the Legislatures of 1882 and 1883, of the probable losses to the fund through injudicious investments and insufficient securities, by making the necessary appropriations to meet such losses, as they have been realized by the disposal of the securities held for these loans.

I feel a confidence that the aggregate of the losses estimated in the reports above referred to, will not much, if any, exceed the amount named.

Appropriations for losses realized in that line during the last two fiscal years will be hopefully anticipated from the incoming Legislature.

As I have stated in a former report to the Legislature with the full confidence of its correctness, no appropriations for any purpose by the General Assembly meets with more popular favor and indorsement than those made for the benefit of the common or public schools, which goes by the revenue thereof directly to such town and school district.

I desire in this connection, which I trust may not be considered improper, to call your attention to the second section of Article VIII of the Constitution of this State, in regard to the School Fund, which reads as follows, viz.:

“The fund called the School Fund shall remain a perpetual fund, the interest of which shall be inviolably appropriated to the support and encouragement of the public or

"common schools throughout the state, and for the equal benefit of all the people thereof. The value and amount of said fund shall, as soon as practicable, be ascertained in such manner as the General Assembly may prescribe, published and recorded in the Comptroller's office; and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools among the several school societies as justice and equity shall require."

It will be observed that the Constitution requires that the *amount* of the School Fund *shall*, as soon as practicable, be ascertained in such manner as the General Assembly shall prescribe, and it shall be published and recorded in the Comptroller's office, etc. Now, so far as I have been able to find or learn, no such action has been had by the General Assembly since the adoption of the Constitution, or that the amount at which the fund shall be established has ever been prescribed.

No doubt the framers of the Constitution had in mind the importance of having a fixed or minimum amount which should not be impaired or reduced below such amount; that whenever losses, if any, occurred from the principal, an appropriation should be made to restore said loss. Is it not also important that a proper and necessary construction be made defining the meaning and intent of that portion of the article which declares that "no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools?" and whether that implies that the expenses incurred in the care and management of said fund may or may not be paid from the revenue thereof?

A resolution was introduced into the last General Assembly and referred to the Committee on the School Fund, for the purpose of securing action in relation to the questions involved in a proper construction of that article in the phases recited, but said committee failed to make report on the same, further than that it be continued to the next session of the General Assembly, which was done, and it will probably be referred to some committee of the next legislature.

The enumeration of children each year still shows a continued increase in numbers, as will be seen by annexed Table

No. 5, who are entitled to the benefits and distribution of the income from the fund. In view of such continued increase, however successfully the fund as it now exists may be handled, a reduction of the per capita amount must soon be made, if no method of increase to the principal can be established.

The amount of unpaid interest due on the 30th day of June, A. D. 1888, was \$6,580.69, of which amount \$3,133.47 has since been collected.

The following Tables will show the condition and standing of the various items usually reported.

Respectfully submitted,

JEREMIAH OLNEY,

Commissioner.

HARTFORD, Nov. 1, 1888.

No. 1.

ABSTRACT of the Schedule of Property and Securities belonging to and constituting the Capital of the School Fund of Connecticut on the 30th day of June, 1888, as prepared by the Commissioner of said Fund, and by us audited and examined, and each item thereof compared with documents and vouchers in the office of said Commissioner.

BONDS AND MORTGAGES.

In Connecticut,	\$1,267,857.26
In Massachusetts,	5,457.00
In Ohio,	350,100.00
In Indiana,	58,300.00

REAL ESTATE.

Face Value of Mortgages,	130,582.36
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BANK STOCK.

In thirteen Banks,	185,847.61
------------------------------	------------

CASH.

In hands of Treasurer,	21,428.17
	<u>\$2,019,572.40</u>

We, the Auditors of Public Accounts of the State of Connecticut, do hereby certify that we have audited and examined the schedule of the property and securities comprising the Capital of the School Fund of said State, as prepared and presented to us by JEREMIAH OLNEY, Commissioner of said Fund, and have carefully compared the items thereof with the vouchers in the office of said Commissioner, on the 30th day of June, A. D. 1888, and find the same to be correct and amounting to the sum of two millions nineteen thousand five hundred seventy-two dollars and forty cents (\$2,019,572.40).

FRANK L. RODGERS, } *Auditors of*
 JOHN E. SCANLAN, } *Public Accounts*

No. 2.

STATEMENT of Receipts and Disbursements of the Revenue of the School Fund,
from July 1, 1887, to June 30, 1888.

RECEIPTS.		DISBURSEMENTS.	
Cash in the Treasury June 30, 1887,	\$49,406.57	Comptroller's Orders to sundry Towns for support of Public Schools,	\$116,199.00
Cash received for interest on Bonds, Dividends on Bank Stock and Rents,	124,208.06	Commissioner's Orders for salaries and Auditors' fees,	5,575.00
Cash received for interest on Revenue remaining in the Treasury,	2,184.73	Commissioner's Orders for office and Commissioner's expenses, and expense of reappraisal,	1,031.90
Cash received for interest on Principal remaining in the Treasury,	570.27	Commissioner's Orders for repairs, insurance and other expenses on real estate,	4,021.07
		Commissioner's Orders for legal expenses,	500.08
		Cash remaining in the Treasury,	47,749.38
		Outstanding Revenue Loan,	1,298.20
			\$176,369.63
Cash remaining in the Treasury, June 30, 1888,	\$47,749.38		

No. 3.

STATEMENT of Receipts and Disbursements of the Principal of the School Fund,
from July 1, 1887, to June 30, 1888.

RECEIPTS.		DISBURSEMENTS.	
Cash remaining in the Treasury, June 30, 1887, -	\$9,075.04	Commissioner's Orders to sundry persons for	\$102,400.00
Cash received from sundry persons in payment of	114,753.13	Loans,	21,428.17
Bonds and Real Estate,		Cash remaining in the Treasury June 30, 1888, -	
	\$123,828.17		\$123,828.17
Cash remaining in the Treasury, June 30, 1888, -	\$21,428.17		

No. 4.

Showing the number of Shares of Stock held in each bank,
cost of same, and amount of dividend received for the
year ending June 30, 1888.

NAME OF BANK.	Number of Shares.	Cost to the School Fund.	Dividend.
Bridgeport National,.....	200	\$10,000.00	\$1,000.00
Connecticut National,.....	64	6,400.00	512.00
City, Hartford,.....	120	12,000.00	600.00
Danbury National,.....	85	8,500.00	510.00
Farmers and Mechanics National,....	141	14,135.00	846.00
Fairfield County National,.....	109	10,900.00	218.00
Hartford National,.....	680	68,000.00	5,440.00
Middlesex County National,	100	10,000.00	600.00
Middletown National,	134	10,050.00	804.00
National, New Haven,.....	100	10,000.00	1,000.00
Norwich National,.....	100	10,000.00	200.00
Stafford National,.....	50	5,000.00	000.00
Waterbury National,.....	200	10,862.61	1,200.00
	2083	\$185,847.61	\$12,930.00

No. 5.

Statement of the Amount of Dividends

Paid in each year since the establishment of the School Fund, together with the enumeration of Children in each year since 1824.

In the 1½ years ending March, 1796, the dividends were...\$60,403.78
 " " " 1800, " " ... 23,651.10
 \$84,054.88

<i>Year.</i>	<i>Dividend.</i>
1801.....	\$15,073.27
1802.....	15,959.75
1803.....	47,505.02
1804.....	49,312.74
1805.....	45,157.39
1806.....	47,941.87
1807.....	39,100.77
1808.....	41,022.17
1809.....	26,540.68
1810.....	45,088.90
1811.....	45,531.59
1812.....	32,309.80
1813.....	26,075.10

<i>Year.</i>	<i>Dividend.</i>
1814.....	\$39,223.50
1815.....	38,878.00
1816.....	40,595.72
1817.....	40,186.32
1818.....	49,404.98
1819.....	58,020.62
1820.....	58,439.36
1821.....	67,429.60
1822.....	68,013.60
1823.....	72,203.25
1824.....	72,190.50
\$1,081,204.50	

<i>Year.</i>	<i>Enumeration.</i>	<i>Dividend.</i>
1825....	84,976....	\$72,418.30
1826....	84,801....	72,391.95
1827....	84,876....	72,449.75
1828....	85,174....	72,553.45
1829....	84,899....	72,573.00
1830....	85,006....	76,993.80
1831....	85,090....	77,333.40
1832....	85,095....	77,067.00
1833....	85,172....	80,913.80
1834....	83,644....	80,328.20
1835....	83,779....	83,799.00
1836....	83,566....	87,773.80
1837....	83,359....	95,862.85
1838....	84,122....	97,746.40
1839....	83,925....	104,906.25
1840....	82,676....	103,345.00
1841....	84,148....	113,599.80
1842....	83,618....	117,493.60
1843....	84,640....	118,496.00
1844....	84,084....	117,717.60
1845....	84,093....	117,730.20
1846....	85,275....	119,385.00
1847....	86,697....	125,710.66
1848....	86,948....	126,126.80
1849....	88,811....	133,336.50
1850....	90,700....	136,050.00
1851....	92,220....	129,108.00
1852....	94,852....	132,792.80
1853....	96,382....	132,990.75
1854....	98,980....	141,367.21
1855....	100,294....	130,054.60
1856....	100,820....	129,243.94
1857....	100,545....	143,193.75

<i>Year.</i>	<i>Enumeration.</i>	<i>Dividend.</i>
1858....	101,486..	\$143,047.35
1859....	103,103....	134,033.90
1860....	105,464....	131,825.00
1861....	108,389....	124,647.35
1862....	109,042....	130,850.40
1863....	110,491....	132,589.20
1864....	112,098....	134,517.60
1865....	114,825....	132,018.75
1866....	118,780....	130,658.00
1867....	120,884....	132,702.40
1868....	123,650....	136,015.00
1869....	124,082....	124,082.00
1870....	124,348....	124,348.00
1871....	128,468....	128,468.00
1872....	131,748....	131,748.00
1873....	132,924....	132,924.00
1874....	133,530....	133,530.00
1875....	134,976....	148,473.60
1876....	135,219....	135,219.00
1877....	137,261....	137,261.00
1878....	138,475....	138,448.00
1879....	138,428....	124,585.00
1880....	140,235....	112,188.00
1881....	143,731....	100,611.70
1882....	146,202....	87,721.20
1883....	149,462....	112,096.50
1884....	150,601....	112,950.75
1885....	151,069....	120,855.20
1886....	152,166....	114,124.50
1887....	153,260....	114,945.00
1888....	154,932....	116,199.00
		<hr/>
		\$7,318,496.76

Average dividend per year paid by the School Fund since its establishment,\$92,279.36 ¹⁴/₉₂

No. 6.

SCHEDULE of the number of Children between four and sixteen years of age in each Town, according to the enumeration in the month of January, 1888, and the Dividend from the School Fund made to each town during the year ending June 30, 1888, as apportioned by the Comptroller, with the increase and decrease of such children in each town as compared with the previous year.

HARTFORD COUNTY.

TOWNS.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per capita.	Increase of Children.	Decrease or Children.
Hartford,	10	9,605	\$7,203.75		386
Avon,	7	234	175.50		23
Berlin,	9	582	436.50		3
Bloomfield,	9	250	187.50		11
Bristol,	12	1,312	984.00	26	
Burlington,	9	252	189.00		16
Canton,	8	518	388.50		1
East Granby,	6	139	104.25		3
East Hartford,	10	886	664.50		4
East Windsor,	11	764	573.00		9
Enfield,	13	1,761	1,320.75		5
Farmington,	7	809	606.75	11	
Glastonbury,	18	746	559.50	20	
Granby,	10	255	191.25		13
Hartland,	9	137	102.75	8	
Manchester,	9	1,873	1,404.75	99	
Marlborough,	4	68	51.00		3
New Britain,	1	4,032	3,024.00	150	
Newington,	4	253	189.75		4
Plainville,	1	414	310.50	4	
Rocky Hill,	4	218	163.50		13
Simsbury,	12	399	299.25		6
Southington,	11	1,326	994.50		39
South Windsor,	10	436	327.00		13
Suffield,	11	665	498.75		13
West Hartford,	1	385	288.75	29	
Wethersfield,	6	308	231.00	4	
Windsor,	10	594	445.50	8	
Windsor Locks,	1	689	516.75		16
Totals,	233	29,910	\$22,432.50	359	581

NEW HAVEN COUNTY.

TOWNS.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per Capita.	Increase of Children.	Decrease of Children.
New Haven, City Dist.,	1	17,820	\$13,365.00	561	
New Haven, Westville, .	1	366	274.50		6
New Haven, South,	1	61	45.75	1	
Beacon Falls,	3	83	62.25		94
Bethany,	5	104	78.00		12
Branford,	1	758	568.50	44	
Cheshire,	12	417	312.75	22	
Derby,	7	3,694	2,770.50	18	
East Haven,	2	129	96.75	15	
Guilford,	10	534	400.50		32
Hamden,	13	722	541.50		49
Madison,	12	271	203.25	3	
Meriden,	12	5,284	3,963.00	21	
Middlebury,	6	132	99.00	14	
Milford,	1	705	528.75	15	
Naugatuck,	6	1,109	831.75		4
North Branford,	7	139	104.25	8	
North Haven,	8	335	251.25		
Orange,	8	892	669.00	52	
Oxford,	13	253	189.75	26	
Prospect,	1	97	72.75	2	
Seymour,	1	761	570.75		1
Southbury,	9	224	168.00		24
Wallingford,	9	1,266	949.50	56	
Waterbury,	9	682	511.50	92	
Waterbury Central,	1	6,211	4,658.25	381	
Wolcott,	1	132	99.00	11	
Woodbridge,	6	152	114.00		21
Totals,	167	43,333	\$32,499.75	1342	243

NEW LONDON COUNTY.

TOWNS.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per Capita.	Increase of Children.	Decrease of Children.
New London,	1	2,438	\$1,828.50	112	
Norwich Central,	1	1,504	1,128.00	5	
Norwich Town Street, ..	1	277	207.75		11
Norwich, West Chelsea, ..	1	965	723.75	5	
Norwich Town,	9	2,638	1,978.50	123	
Bozrah,	7	251	188.25	20	
Colchester,	12	533	399.75		80
East Lyme,	9	418	313.50	18	
Franklin,	7	116	87.00		17
Griswold,	14	625	468.75	23	
Groton,	11	1,082	811.50	10	
Lebanon,	16	362	271.50	7	
Ledyard,	14	268	201.00		6
Lisbon,	5	95	71.25	10	
Lyme,	7	198	148.50		1
Montville,	12	571	428.25		5
North Stonington,	15	385	288.75		5
Old Lyme,	8	261	195.75		10
Preston,	12	664	498.00		1
Salem,	7	97	72.75		5
Sprague,	5	526	394.50		476
Stonington,	16	1,496	1,122.00		139
Voluntown,	8	284	213.00		18
Waterford,	11	637	477.75	30	
Totals,	209	16,691	\$12,518.25	363	774

FAIRFIELD COUNTY.

TOWNS.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per Capita.	Increase of Children.	Decrease of Children.
Bridgeport,	1	9,608	\$7,206.00	563	
Bethel,	6	685	513.75	14	
Brookfield,	8	260	195.00	13	
Darien,	4	357	267.75		4
Danbury,	13	3,913	2,934.75	173	
Easton,	8	152	114.00		3
Fairfield,	14	762	571.50		
Greenwich,	20	1,884	1,413.00		2
Huntington,	12	874	655.50	44	
Monroe,	7	191	143.25		11
New Canaan,	11	532	399.00		3
New Fairfield,	7	133	99.75		5
Newtown,	21	804	603.00		36
Norwalk,	11	3,406	2,554.50	33	
Reading,	10	221	165.75		3
Ridgefield,	13	409	306.75	17	
Sherman,	6	145	108.75	4	
Stamford,	1	3,470	2,602.50	333	
Stratford,	5	1,262	946.50	14	
Trumbull,	6	256	192.00	9	
Weston,	6	152	114.00		2
Westport,	10	774	580.50		24
Wilton,	9	346	259.50	8	
Totals,	209	30,596	\$22,947.00	1,225	93

WINDHAM COUNTY.

TOWNS.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per Capita.	Increase of Children.	Decrease of Children.
Brooklyn,.....	9	610	\$457.50		13
Ashford,.....	10	144	108.00		14
Canterbury,.....	11	200	150.00		9
Chaplin,.....	4	114	85.50		1
Eastford,.....	8	134	100.50	12	
Hampton,.....	7	149	111.75		15
Killingly,.....	15	1,636	1,227.00	58	
Plainfield,.....	11	1,000	750.00	21	
Pomfret,.....	8	282	211.50		5
Putnam,.....	6	1,558	1,168.50		52
Scotland,.....	5	93	69.75		5
Sterling,.....	9	224	168.00	27	
Thompson,.....	13	1,423	1,067.25	8	
Windham,.....	11	1,962	1,471.50	48	
Woodstock,.....	16	479	359.25		41
Totals,.....	143	10,008	\$7,506.00	174	155

LITCHFIELD COUNTY.

TOWNS.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per Capita.	Increase of Children.	Decrease of Children.
Litchfield,	1	715	\$536.25	10	
Barkhamsted,	11	246	184.50		41
Bethlehem,	7	106	79.50		1
Bridgewater,	5	133	99.75		16
Canaan,	9	202	151.50		3
Colebrook,	10	283	212.25	13	
Cornwall,	14	340	255.00		4
Goshen,	11	218	163.50		12
Harwinton,	12	236	177.00	6	
Kent,	13	337	252.75		4
Morris,	6	104	78.00		2
New Hartford,	9	783	587.25	62	
New Milford,	18	804	603.00		4
North Canaan,	5	333	249.75	2	
Norfolk,	11	374	280.50	10	
Plymouth,	8	490	367.50	9	
Roxbury,	7	191	143.25	9	
Salisbury,	13	842	631.50		26
Sharon,	17	463	347.25		18
Thomaston,	1	740	555.00		82
Torrington,	1	1,150	862.50	69	
Warren,	7	116	87.00	8	
Washington,	12	296	222.00		2
Watertown,	9	408	306.00		9
Winchester,	8	1,146	859.50	48	
Woodbury,	14	415	311.25		29
Totals,	239	11,471	\$8,603.25	246	253

MIDDLESEX COUNTY.

TOWNS.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per Capita.	Increase of Children.	Decrease of Children.
Middletown City,	1	1,450	\$1,087.50		31
Middletown,	18	1,183	887.25	25	
Haddam,	12	434	325.50		47
Chatham,	11	461	345.75		4
Chester,	4	258	193.50	1	
Clinton,	1	248	186.00		
Cromwell,	5	412	309.00	34	
Durham,	6	125	93.75		20
East Haddam,	17	518	388.50		20
Essex,	1	353	264.75	27	
Killingworth,	8	111	83.25	9	
Middlefield,	4	208	156.00	6	
Old Saybrook,	1	294	220.50		13
Portland,	6	957	717.75		30
Saybrook,	1	250	187.50	14	
Westbrook,	7	133	99.75		12
Totals,	103	7,395	\$5,546.25	116	177

TOLLAND COUNTY.

TOWNS.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per Capita.	Increase of Children.	Decrease of Children.
Tolland,	12	230	\$172.50		3
Andover,	4	61	45.75		10
Bolton,	5	140	105.00		4
Columbia,	8	164	123.00		24
Coventry,	10	360	270.00		
Ellington,	9	406	304.50	13	
Hebron,	9	239	179.50	6	
Mansfield,	14	369	276.75		23
Somers,	10	290	217.50	10	
Stafford,	16	1,079	809.25	72	
Union,	6	117	87.75	7	
Vernon,	9	1,852	1,389.00	66	
Willington,	9	221	165.75	13	
Totals,	121	5,528	\$4,146.00	187	64

SUMMARY.

COUNTIES.	Number of Towns.	Number of Districts.	Number of Children.	Amount of Dividend at 75 cents per Capita.	Increase of Children.	Decrease of Children.
HARTFORD, ..	29	233	29,910	\$22,432.50	359	581
NEW HAVEN,	25	167	43,333	32,499.75	1,342	243
NEW LONDON	21	209	16,691	12,518.25	363	774
FAIRFIELD, ..	23	209	30,596	22,947.00	1,225	93
WINDHAM, ...	15	143	10,008	7,506.00	174	155
LITCHFIELD, ..	26	239	11,471	8,603.25	246	253
MIDDLESEX, .	15	103	7,395	5,546.25	116	177
TOLLAND, ...	13	121	5,528	4,146.00	187	64
Totals,	167	1,424	154,932	\$116,199.00	4,012	2,340

Whole number returned, 1888,154,932

“ “ “ 1887,153,260

Increase, 1,672

ANNUAL REPORT
OF THE
BOARD OF EDUCATION

OF THE
State of Connecticut,
SUBMITTED TO THE GOVERNOR,

APRIL 11, 1889,

TOGETHER WITH THE

Annual Report of the Secretary of the Board.

HARTFORD, CONN.:
PRESS OF THE CASE, LOCKWOOD & BRAINARD COMPANY.
1889.

MEMBERS
OF THE
STATE BOARD OF EDUCATION.
1889.

EX-OFFICIO.

HIS EXCELLENCY MORGAN G. BULKELEY, Hartford.

HIS HONOR SAMUEL E. MERWIN, New Haven.

BY APPOINTMENT OF THE GENERAL ASSEMBLY.

GEORGE M. CARRINGTON,	West Winsted,	Term Expires, 1889.
WILLIAM G. SUMNER,	New Haven,	" " 1890.
EDWARD D. ROBBINS,	Wethersfield,	" " 1891.
ANTHONY AMES,	Danielsonville,	" " 1892.

SECRETARY OF THE BOARD.

CHARLES D. HINE, Hartford.

OFFICE.

ROOM 42, CAPITOL, Hartford.

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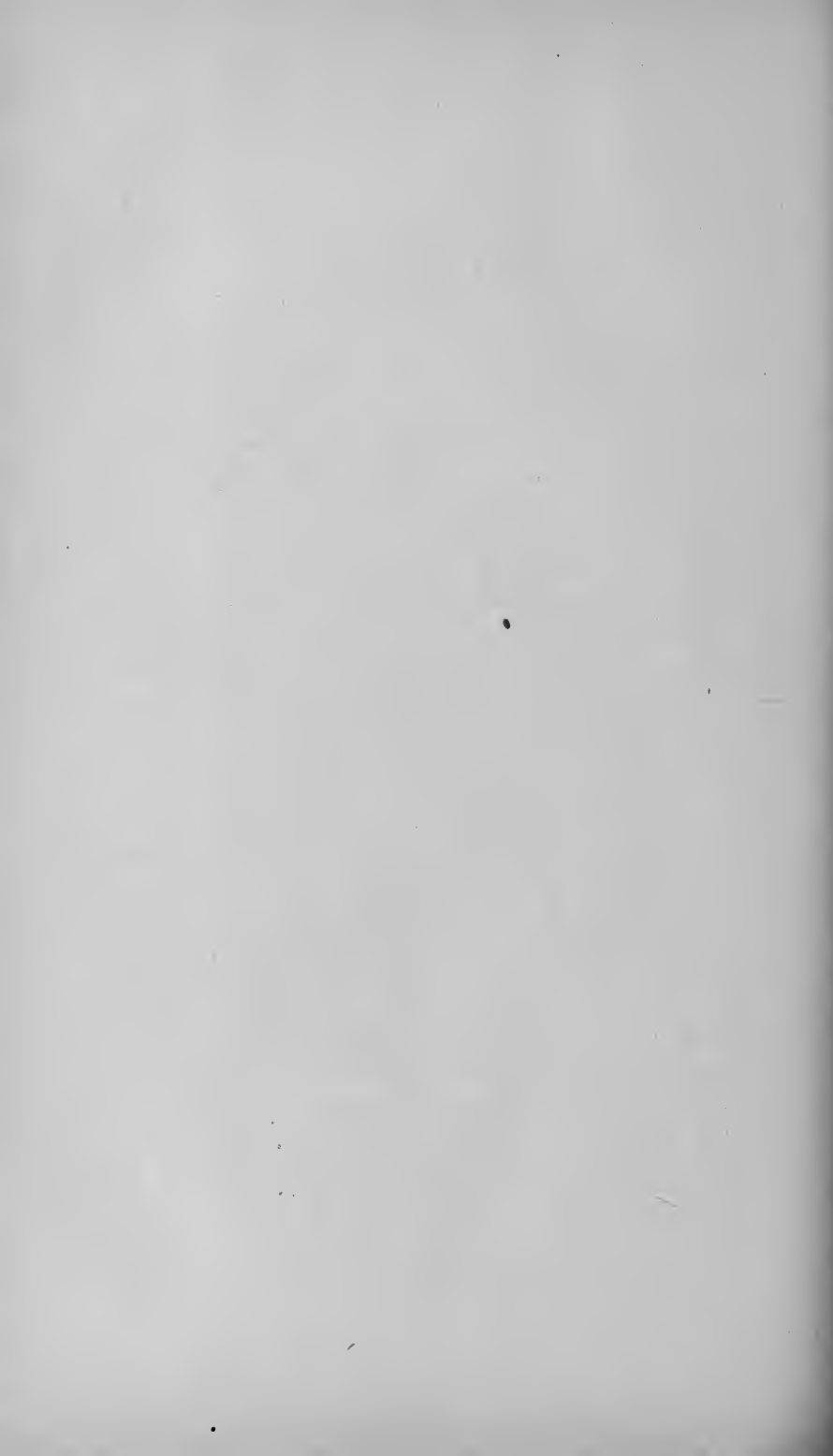
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REPORT

OF

THE BOARD OF EDUCATION

TO THE GOVERNOR.

The law creating this Board makes it our duty to "ascertain and keep informed as to the condition and progress of the public schools in the State." In fulfillment of this duty, the Board voted that the Secretary be instructed to institute a systematic investigation of schools and report to the Board concerning their condition. In order to make this investigation a thorough one, it was determined to take up the work by counties. The Secretary, for the reasons stated in his report to the Board, determined, with our approval, to begin with New London County.

Every school in this county which was in session during the time of the visitation has been inspected by one or more of the agents of the Board, acting under careful and minute instructions. The detailed reports of these agents, the photographs taken by them, and the written examination papers of all the scholars in the county, formed a mass of material for a trustworthy judgment as to the condition of the schools, which has been carefully and critically worked over under the direction of the Secretary. In order to afford time for classifying and studying the mass of details, which involved prolonged labor, we have been compelled to

somewhat delay the presentation of our report. We are, however, now able to lay before you the results of this investigation, which will be found in the Report of the Secretary printed herewith.

This examination discloses the existence of some excellent schools in New London County. Connecticut may reasonably take pride in its best schools and especially in the quality of the opportunities which they freely offer to the children of the poorest and humblest. A child of ignorant, foreign-born parents, at the age of three or four, comes from a home of poverty and squalor into the kindergarten attached to one of our best city schools. He comes young, because his mother is only too glad to get him out of the way. He remains in school until he is twelve or fourteen years of age, and then leaves to go to work.

He has heard no English spoken at home during all this time. His home has remained a poor and squalid one. But he has become an altogether different being from his parents. He has learned invaluable habits and moral lessons. He can speak and write English well. He can read ordinary reading fluently and understandingly. He knows enough arithmetic for all the practical needs of an ordinary life. He has learned something about our history and institutions. He has learned a good deal about the world and what is on it. He has learned some music. He has been kept at form and color studies, and has learned some mechanical drawing. Especially also, he has been taught how to think. His study of arithmetic has not been simply an unreflecting following of the rules in the book. If you give him a problem of somewhat intricate conditions, involving several steps of reasoning, he can go to work and think it out. His intellectual resources, his chances of material success, and his value to the community, have been increased many fold.

It is with great regret that we turn to some other disclosures of this investigation. It appears that while these opportunities are offered to hundreds of children of foreign parentage, many children of old Connecticut stock have no chance of any education worthy of the name. We deem it our duty to report the facts just as we find them, trusting that the people of Connecticut, who assuredly have not lost their attachment to its common-school system, will not rest until a remedy is found.

In what we have now to say we leave out of account the cities of Norwich and New London (which differ in some important conditions from the country towns), and take into consideration only the rest of New London County.

We find in the first place that *about two-fifths of the children in school above ten years of age cannot write*. These children have been in school at least three or four years, and many of them still longer.

Experience at the State Normal School, and elsewhere, shows that any teacher can learn to teach penmanship, and that an intelligent and trained primary teacher will teach all her little children to write before the end of their first year in school. But in nineteen towns of New London County two-fifths of all the older children attending school are unable to write. This statement is a startling one, but it is based on an inspection of the writing, attempts at writing, and utterly blank papers, of a little over 2,000 scholars.

There are some good schools in this county outside of Norwich and New London. These raise the average, which would otherwise appear even worse. To illustrate the state of things in the poor schools, we take two almost at random in one of the richest towns of the county in proportion to its population. The first is in the center district,

the wealthiest district of the town. In this school, out of 35 children present, 22 could not write enough even to make an attempt at the examination. Some who could not write were over 12 years old, and had been from six to eight years in school. In another school of the same town there were six scholars above 10 years old. One girl aged 13 and a boy aged 14 were able to write, though poorly. Four others aged respectively 10, 11, 12, and 13 could not make a single letter.

We can find no evidence that the subject of reading is much better taught. We regret to find that 112 schools in this county are still teaching beginners by the alphabet method. In judging how well the older scholars read we are forced to rely on the report of the examiner, Mr. S. P. Willard. We call attention not only to the tables printed herewith, showing his marks given in the different schools, but especially to his observations on page 188*. To those who advocate the old-fashioned method of teaching spelling by oral recitation, which is still used in 109 of these schools, we commend for consideration the fact that out of 1,827 pupils tested, 787 misspelled "which," 699 misspelled "whose," and 403 could not spell the name of the town in which they lived. Ninety-nine different ways of spelling "whose" are represented in these papers. On page 200* are given eight different ways in which the children of Groton spelled the easy name of that town.

Arithmetic examinations are in some respects peculiarly adapted to prove the quality of school work, and on receiving the report of Mr. Willard we turned with interest to the results of the tests in that subject. His account of the irrational methods of instruction found in use is printed on page 189*. Material for independent judgment lies also before us in the written papers of all the older scholars.

By referring to Mr. Willard's report, page 171*, it will be seen that the questions asked were as simple as possible. It seems incredible that children over ten years old who have been in school three to five years should be unable to tell how much six times eight is, or to answer any other of the ten questions given as mental work. Some careless errors will inevitably be made by children who know better, and some children may be feeble-minded, but tests made in good schools indicate that, marking on the scale of one hundred and taking off 10 from the mark of the scholar for every wrong answer, we may reasonably suspect poor teaching, if the average mark of the school falls below 90. It will be found on consulting the tables given on pages 178*—188* that only forty-eight schools out of 162 have in this subject a mark above 80. In the town of "M" ninety-one scholars whose average age was eleven and a half years have an average mark of 57.3. A part of these, as the papers show, could do little or nothing with these simple questions. A part of them answered perfectly. The rest had evidently dabbled some in elementary arithmetic, but the knowledge which they had acquired was still vague and uncertain. The average child, eleven and a half years old, who had been more than five years in school, could answer correctly just a little more than half of these beginners' questions.

In these schools arithmetic is evidently not made a means of mental discipline. This is proved by the difficulty which the scholars find in thinking out even simple problems. The following problem, given to all the scholars, ought not to be too hard for any of those tested. "*A boy had twenty-five cents. He spent ten cents for a slate; with what he had left he bought lead pencils at three cents apiece. How many pencils did he buy?*" Very many scholars who know

perfectly well how to subtract ten from twenty-five and how to divide fifteen by three, nevertheless get a wrong answer to this problem. A great many give answers which a child trained to think about his work would intuitively know to be impossible.

If arithmetic is taught entirely as a practical subject, there surely ought to be thorough drill in addition. Children who cannot quickly add without mistake six numbers of three figures or less have no very useful knowledge of arithmetic. In good schools of twenty or more scholars it is not unusual to have the addition correctly done on all the papers. In well taught schools that have been tested, a very small proportion of scholars above ten years old made any slip in addition. But in one town in New London County, out of nineteen tested who were between nine and ten years old, only two added correctly; and out of seventy scholars above ten, thirty-two either did nothing or got the wrong answer. Of those who failed, twelve were over twelve years old.

For a clearer understanding of what these papers show, we give in detail the result of this test in a single school of another town. The numbers to be added were 184, 345, 696, 69, 423, and 75. The correct answer therefore is 1,792.

Age of scholar.	No. of years in school.	Answer.	Age of scholar.	No. of years in school.	Answer.
13	6	1762	16	9	1891
12	5	1732	18	10	1892
12	6	1762	14	8	1891
10	4	1812	13	7	1792
12	4	no answer.	15	9	1770
9	3	no answer.	15	9	1712
13	3	1772			

Of these thirteen scholars in this school, two, one of whom was twelve years old, and had been four years in school, knew practically no arithmetic. Only one got the

correct answer, and he could not multiply 2489 by 120, but made a gross error of method. Some of these scholars were studying interest.

The absence in many schools of any effort to teach the children to think is apparent in the composition work. This is fairly illustrated by the samples of the different qualities of work given in pages 191*-194*. In one school the children were asked to write a story, telling about what they had seen that morning. It appears that the following was all that a boy twelve years old could do, after being eight years in school :

"Tsam man Wagom Hourse."

The work done by the older scholars in reproducing in their own language the simple stories read to them by the examiner, or handed to them to read over, indubitably proves that they have never had any training in the use of English. The extent of their practical knowledge of the use of capital letters and of punctuation is fairly illustrated by the specimens printed on pages 191*-197*. No school is a good one in which the scholars do not learn enough to enable them to write an ordinary letter in proper form and good language. Scholars should at least learn to properly divide the sentences, putting at the beginning of each a capital letter, and at the end a proper punctuation mark. Experience shows that so much is easy to teach, even to the very little ones, and it is discouraging to find how few of the children in New London County are learning anything of the sort.

The study of geography is attempted in all these schools. Geography is a difficult subject to teach well, and we are not surprised to find it badly taught. How poor the instruction may be, a single illustration will serve to indicate. One teacher, in the presence of the agent of this Board, asked a

pupil what the equator was bounded by. The examiner supposed that this must be a slip of the tongue, but inquiry during the recess revealed it to be, on the contrary, the teacher's firmly held view that the equator was bounded on the north by the tropic of cancer, and on the south by the tropic of capricorn. Once in a while an incident like this affords a glimpse of blank gulfs of ignorance in the minds of teachers startling us with a sense of dismay. It is appalling to think that children in any part of Connecticut are condemned to get no education except what they can obtain at the hands of such teachers as these.

We said earlier in this report that investigation proves the existence of some excellent schools. We do not believe that there are any better schools in the world than some of the common schools of this State. We believe also that nowhere else is there more being done than here to advance the standards and improve the methods of primary education. But it is also true that under our present school system the utmost inequality prevails, and that in many school districts education is at its lowest ebb. The secretary of this board, after a study of the results of this investigation in New London County, estimates that in the work classified as less advanced work, 7 schools are efficient, 35 are useful, 78 are doing some good, and 39 are utterly inefficient, and that in the work classified as more advanced work, 5 schools are efficient, 23 are useful, 29 are doing some good, and 32 are utterly inefficient.

The effect of this unsatisfactory condition of primary education will be felt by the next generation. Connecticut cannot afford to have its men and women unable to understandingly read an ordinary newspaper, or to write an ordinary letter, or to correctly solve the common arithmetical problems of ordinary life; but what we have learned from the in-

spection of schools, and from tests of children sixteen years old, employed in factories, leads us to fear that a dangerously large percentage of the future citizens of this State are now growing up practically illiterate.

An effective educational reform must deal with a number of evils, among which we desire specifically to call attention to the following :

I. *A large part of the teachers do not know how or what to teach.* A law such as exists in some, if not all, of the provinces of Canada, requiring that teachers shall be specially trained and tested before their employment in schools is permitted, is the only thoroughgoing remedy, but we are not ready for such a law in this State. In the opinion of this board, however, it is not impossible to stimulate many of the teachers at present employed to do better work than they are now doing. Most of them are neither entirely indifferent nor obstinate. But they have never seen a good primary school, and they have never had a suggestion made to them by any competent educational critic. If they were required to spend a certain number of days in the year in a model school like those connected with the State Normal School, under the training of critic-teachers, they would have a new world of ideas opened to them. It would be impossible for them to return and contentedly waste their time and that of their scholars by going on in ways of school-keeping which they would plainly see to be ignorant and mischievous.

In order to carry this suggestion into effect it would be necessary that a law should be passed authorizing the State Board of Education to provide model schools and critic-teachers, and requiring all primary teachers of less than four years' experience to spend in these schools ten days in the year. The amount of good accomplished in individ-

ual cases would depend on the character and intelligence of the different teachers. Those who are in earnest, even if not very bright, would gain a great deal. A strong reason for hoping for valuable results in the aggregate, is the existence of an immense opportunity for easy improvement in a large part of the schools. A few simple, though fundamental, changes of aim and method would at least redeem the schools from absolute inefficiency.

2. *The attendance of the children is irregular.* In so far as this is due to the unwillingness of the children, the best remedy is in making the schools more efficient and attractive. In so far as it is due to the greed of parents, it should be remedied by law. The law should entirely forbid the employment to labor of children under sixteen during the sessions of schools, until they have a certificate from proper authorities that they can read, write, and cipher. Illiterate children between fourteen and sixteen might be permitted to labor during the day, provided they attended an evening school.

If such a law necessitates town aid to some parents it should be cheerfully accorded. The community can better afford this necessary assistance than it can to have its children grow up illiterate and untrained.

3. *The schools are too small.* In one town in this State there are, according to the official enumeration, 144 children between the ages of four and sixteen. The average attendance in school is 114 in winter, and 90 in summer. But there are ten school districts, and, therefore, ten separate schools. A similar state of things exists in many other towns. In one school district in this State there is only a single child enumerated under the law. In three school districts only two children are enumerated. In eight school districts, three children are enumerated. There are 193 schools

in the State in which the average attendance is eight or less. In most of our towns the decline or shifting of population has rendered the old district divisions entirely unsuited to present conditions. By altering the location and lessening the number of school-houses, much waste of money would be prevented, and the chance of getting good schools greatly increased.

4. *The schools are open too short a time.* In New London County alone 55 schools are open less than half the year. 139 schools are open thirty weeks or less.

5. *The schools are insufficiently supplied with blackboards and other appliances.*

6. *Many school-houses are in very bad condition.* About fifty in New London County are unfit for use. The causes of this are stated by the secretary in his report, at page 147. It will be difficult to find a remedy without instituting a more business-like system of school management than that established by our present laws.

7. *In many districts there is no endeavor to get a competent teacher.* The committee simply selects some relative of his own, or else some one who is willing to live with him and pay a good price for board. In comparatively few districts is the committee carefully chosen on the ground of special fitness. We can think of no cure for this widespread evil except the restoration to towns of such full control over schools as they now have over other town affairs.

It is forced upon our attention, not only by the investigation in New London County, but by evidence from all over the State, and from city and country alike, that there is no hope of a good common school system without the existence of a body of trained teachers. No expenditure made by the State for education pays better than that for a good training school. We have watched with great interest the improve-

ment of the State Normal School during the last five years. It seems to us to be still rapidly growing in influence and efficiency. It is not many years since it was little more than an ordinary high school. As its course of study was only two years long, it was necessarily a rather inferior high school. Since then the whole nature of the school has been practically transformed, in recognition of the fact that teaching is an art which cannot be learned out of books or lectures any more than carpentry or farming could. Carpentry must be learned in a carpenter's shop, and farming on a farm. Just so the art of teaching can only be learned by observation of the working of a good school and by practice with children under the eyes of a skillful critic. During the last five years a system of primary schools, including a kindergarten, has been created, and the whole work of the Normal School has come more and more to center around these practice schools. No effort is spared to improve them by a wise choice of studies, and by the working out of better methods of instruction. The result is not only to make them more useful for the training of pupils in the Normal School, but also to render them a sort of educational experiment station for the State, in which the value of important reforms may be practically demonstrated.

Great and increasing inconvenience has been felt because when the Normal School building was constructed a training department was not thought of, and therefore not provided for. The practice schools are at present lodged partly in rooms needed for other uses, and partly in a neighboring building hired for the purpose. The accommodations thus provided are entirely unsatisfactory, and a point has been reached in the development of this model school system where a lack of room is checking progress. Believing, as we do, that these model schools are a factor of great prom-

ise for the future of primary education in Connecticut, we urgently desire to have proper provision made for them. We therefore earnestly recommend that an addition to the building be authorized for this purpose. Provision at the same time should be made for a library, a work-shop, and a gymnasium. A proper room for a library is the most essential need of a suitable Normal School building, but for some unknown reason none exists in the present building. The work-shop and the gymnasium, both of which are in use nearly every hour of every day, are at present in the attic, which was never intended for any use except storage, and which is entirely unfit for these purposes.

The necessity for this addition to the building would imperatively exist, even if there had been no increase in the number of normal school pupils. But the fact that there are now over 300 pupils in a building which was only constructed for 150 aggravates the crowding at present experienced.

At the time when the annual amount of expenditure for the Normal School was fixed by law at \$17,000 there was no training department organized, and the number of pupils was only about one-half what it is at present. We were unable last year to keep within the appropriation, although in the effort to do so we employed a teaching force which has proved too small for the work. If the State desires the efficiency of the Normal School maintained and increased, it will be necessary to permit an additional annual expenditure of about \$8,000.

The steady increase of the number of pupils in the Normal School, the fact that about half of them are now graduates of high schools and some of colleges, the persistence in teaching of all recent graduates who are not married, and the existence among our best schools

of a demand for the graduates greater than can be supplied, have so encouraged us about the future of the Normal School, that we should greatly regret to be compelled to check its improvement.

It has been suggested to us that an additional Normal School be elsewhere established. If the State is willing to make and continue the appropriations needed to fully equip and maintain two Normal Schools, we shall welcome the opportunity thus afforded us, and will omit no endeavor to make both of them as efficient as possible. We should, however, earnestly oppose the crippling of our present Normal School for the sake of creating another one. It is much better to have one good school than two poor ones. The creation of a new Normal School in another part of the State would not remove the necessity of an addition to the building at New Britain. Nor would it substantially reduce the necessary expenditure for the existing school. In the State of New York, where there are nine Normal Schools, the average annual expenditure for each is about twenty-three thousand dollars. Unless the State is willing to appropriate at least forty thousand dollars a year for Normal Schools, we should deprecate the establishment of an additional one. We entertain no doubt that if the people of Connecticut could be awakened to a knowledge of half the truth about the condition of primary education in this State, they would begrudge no expenditure suggested for increasing the number of trained teachers. But the pressing need of the moment is relief for the Normal School at New Britain. Whatever else is not done, that should be granted. No appropriation for other purposes will take the place of it. With only the resources hitherto at our disposal it will be impossible to train the scholars now actually in attendance as thoroughly as the former graduates

have been trained. The inevitable result will be a loss of the reputation of the school which it will be hard to redeem, and which will operate to seriously impair its opportunities for future usefulness. We earnestly hope that the active friends of education in all parts of the State will coöperate with us in endeavoring, first of all, to hold the ground which we have already won. We fully share the desire of many of these to reach more thoroughly the teachers of those sections which now are least affected by the influence of the Normal School. If, however, their efforts to secure a better provision for the training of the teachers in their own section should cause the failure of necessary provision for our existing and now successful school, we should deplore the result as a serious misfortune for the cause which they and we have equally at heart.

We have the honor to transmit herewith the report of the Secretary of this Board, which seems to us to contain much matter of unusual importance.

SAMUEL E. MERWIN,
GEORGE M. CARRINGTON,
WILLIAM G. SUMNER,
EDWARD D. ROBBINS,
ANTHONY AMES.

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REPORT OF THE SECRETARY.

To the Board of Education of the State of Connecticut :

Your Secretary respectfully submits his sixth annual Report. This Report is arranged under the following heads :

- | | |
|-------------------------|---------------------------------|
| 1. Financial Statement. | 3. Teachers. |
| (a) Receipts. | (a) Teachers' Meetings. |
| (b) Expenses. | (b) State Examinations. |
| (c) Indebtedness. | 4. Schools. |
| 2. Scholars. | (a) Normal School. |
| (a) Enumeration. | 1. Report of Principal. |
| (b) Attendance. | (b) Evening Schools. |
| 1. Report of Mr. Giles | (c) Text-book of Physiology. |
| Potter, Agent. | (d) Observation of Arbor |
| (c) Employment of Chil- | Day. |
| dren. | 5. School-houses and Libraries. |
| 1. Report of Mr. Geo. | 6. Report of the Condition of |
| A. Conant, Agent. | Schools in New Lon- |
| | don County. |

The Appendix contains :

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|--------------------------------|---------------------------------|
| 1. Statistical Tables. | 6. Outlines of Lessons in |
| (a) Receipts. | Science. |
| (b) Expenses. | 7. Industrial Education by |
| (c) Scholars. | Mr. S. T. Dutton, Super- |
| (d) Schools. | intendent of Schools in |
| (e) School-houses and Li- | New Haven. |
| braries. | 8. Report of State Teachers' |
| 2. Enumeration of 1888 by | Association. |
| Districts. | 9. Report of Council of Edu- |
| 3. Amounts paid for Libraries. | cation. |
| 4. Extracts from Reports of | 10. Catalogue of Normal School. |
| School Officers. | 11. List of School Visitors. |
| 5. Questions used at State | |
| and Normal School Ex- | |
| aminations. | |

The returns received from the several towns and independent districts have been compiled and arranged as for each of the six years last past, by Mr. A. J. Wright, the clerk in this office. The statistics therein found have been tested and in their substance found to be correct. They contain a concise statement of the condition of education in the towns. Special acknowledgment is due Mr. Wright for constant and efficient aid in the work of the year, and to Messrs. S. P. Willard and J. K. Judson, who conducted and carried to a conclusion the special investigation into the condition of schools.

FINANCIAL STATEMENT.

Summary of Statistics for 1887-8.

Dividend per child from School Fund,	\$.75
Income of School Fund distributed,	116,199.00
Amount paid for schools from State Tax,	232,398.00
Income of Town Deposit Fund,	37,044.67
Income of Local Funds,	7,968.50
Amount raised for schools by Town Tax,	844,901.14
Increase for the year,	19,346.88
Amount raised for schools by District Tax,	453,483.69
Decrease for the year,	46,320.73
Amount of voluntary contributions for schools,	4,138.89
Amount for schools from other sources,	53,574.15
Total amount received for public schools from all sources,	1,749,708.04
Decrease for the year,	43,661.15
Amount expended for teachers' wages,	1,264,061.02
Increase for the year,	36,648.42
Amount expended for fuel and incidentals,	149,322.73
Increase for the year,	536.49
Amount expended for repairs of school buildings,	88,068.47
Decrease for the year,	16,843.44
Amount expended for libraries and apparatus,	11,333.72
Decrease for the year,	1,858.70
Amount expended for new school-houses,	124,598.70
Increase for the year,	6,738.03
Amount expended for other school purposes,	176,438.40

Increase for the year,	\$20,231.18
Total amount expended for public schools,	1,813,823.04
Increase for the year,	45,451.98
Estimated value of school property in the State,	6,063,269.16
School district indebtedness of the State,	1,636,243.39
Cost of superintendence of schools,	31,256.01
Number of districts that raised a tax during the year,	119
Cost of new school-houses,	97,272.51

School Fund. — On the 30th day of June, 1888, the Principal of the School Fund was invested as follows:

Bonds and mortgages,	\$1,681,714.26
Real Estate,	130,582.36
Bank Stock,	185,847.61
Cash,	21,428.17
Total,	\$2,019,572.40

The dividend declared March 1, 1888, was 75 cents. The school census for January, 1888, showed 154,932 persons between four and sixteen years of age. There were distributed to the towns 75 cents for each person enumerated.

For the year ending August 31, 1888, 6.6 per cent. of all the money received for schools was derived from this fund. In the same year 6.4 per cent. of all the moneys expended were derived from this fund.

Town Deposit Fund. — The amount of income from this fund, as reported, is \$37,044.67. In the report for 1888, page 18, the investment of this fund is given. A full statement of the manner of managing the fund will be found in the same report — pages 134-147.

The result of the report there set out has been in a few cases the restoration of that portion of the fund which had been impaired by poor investments.

The interest on this Fund does not often add to the amount received for the support of schools, and it might be dropped in all cases where it is merely a transfer of entries from one set of books to another.

Local Funds. — Interest on local funds is reported to be \$7,968.50. An inquiry into the origin and present condition of these funds has been begun, but is not yet completed. No evidence touching the influence of these funds upon education in any particular town is at hand. It is improbable that there accrues therefrom any substantial addition to the amount devoted to the encouragement and support of public schools. There is evidence that sums given in perpetuity for school purposes have been expended, and the intent of the donors frustrated.

Income of Local Fund for Twenty Years.

Report of Year.	Amount of Income.	Report of Year.	Amount of Income.	Report of Year.	Amount of Income.
1869	\$8,919.15	1876	\$15,614.79	1883	\$8,582.13
1870	12,300.34	1877	12,562.54	1884	9,310.94
1871	7,920.77	1878	12,754.62	1885	8,553.16
1872	9,627.23	1879	10,967.86	1886	8,305.80
1873	11,348.05	1880	10,723.67	1887	8,455.48
1874	12,196.45	1881	11,141.74	1888	7,723.20
1875	16,064.71	1882	7,718.56	1889	7,968.50

District Tax. — \$453,483.69 was received in 119 of the 1,423 school districts. These 119 districts were located in 66 towns.

There are districts in all large towns which assume the support of schools, receiving comparatively little aid from the State or town. These districts also contribute through the Town Tax to the support of other schools.

This district tax supplies 25.9 per cent. of the whole sum received for the support of schools, and 25 per cent. of the sum expended; 85.2 per cent. is raised in 25 districts. In some quarters there is no stint of money paid for the public schools. Wherever such liberality prevails, and school affairs are administered on business principles, schools are accomplishing much for the children. This efficiency is marked where there is competent supervision.

The following is a summary of receipts for the year ending August 31, 1888:

From Permanent Funds —

School Fund,	\$116,199.00	
Town Deposit Fund,	37,044.67	
Local Funds,	7,968.50	\$161,212.17

From Taxation —

Town Tax,	\$844,901.14	
District Tax,	453,483.69	
State Tax,	232,398.00	
Voluntary Contributions,	4,138.89	
Other Sources,	53,574.15	1,588,495.87
Total,		\$1,749,708.04

The following table gives the several amounts received from the sources above mentioned for each of the past 23 years, with the per cent. which each constituted of the total receipts for the schools :

Year.	School Fund.	Per cent.	District Tax.	Per cent.	Town Tax.	Per cent.	State Tax.	Per cent.
1866	\$136,471.94	19.3	\$317,937.37	45.0	\$93,726.10	13.2	.....	....
1867	132,972.40	13.5	466,931.90	47.4	149,680.90	15.2	.....	....
1868	136,015.00	13.0	467,804.77	44.8	160,347.35	15.3	.....	....
1869	124,082.00	9.7	491,420.61	38.7	415,318.26	32.7	.....	....
1870	125,407.00	8.4	498,846.09	33.6	568,387.50	38.3	.....	....
1871	128,468.00	8.4	410,708.11	27.2	641,837.76	42.6	.....	....
1872	131,748.00	9.1	485,523.56	33.5	642,194.11	44.5	\$65,874.00	4.5
1873	132,848.00	8.5	499,555.19	32.3	598,873.44	38.8	199,272.00	12.0
1874	133,528.00	8.2	502,500.80	31.1	609,856.88	41.5	200,202.00	12.3
1875	148,220.60	8.6	463,775.19	22.7	668,167.13	41.9	202,119.00	12.6
1876	135,189.00	8.6	399,834.65	25.6	711,167.98	45.5	202,783.50	12.9
1877	137,261.00	9.1	349,949.89	23.2	697,103.26	46.2	205,891.50	13.6
1878	138,475.00	9.1	362,128.54	23.9	682,407.59	45.2	207,712.50	13.7
1879	124,585.20	8.9	341,018.81	24.4	635,328.58	45.6	207,642.00	14.9
1880	112,188.00	7.5	416,306.33	28.0	649,987.83	43.8	210,352.50	14.1
1881	100,611.70	6.7	393,007.82	26.5	670,146.35	45.2	215,596.50	14.5
1882	87,721.20	5.0	382,515.80	22.0	760,105.40	43.8	219,393.00	12.6
1883	112,096.50	7.1	452,516.96	28.9	840,365.39	53.7	224,193.00	14.3
1884	112,950.75	6.4	484,343.55	27.8	810,253.93	46.6	225,901.50	13.0
1885	120,855.20	6.9	525,119.36	30.2	764,688.09	44.0	226,603.50	13.0
1886	114,124.50	6.8	448,005.33	26.9	758,797.83	45.6	228,249.00	13.7
1887	114,945.00	6.4	499,804.42	27.8	825,554.24	46.0	229,890.00	12.8
1888	116,199.00	6.6	453,483.69	25.9	844,961.14	48.2	232,398.00	13.2

Teachers' Wages.—The amount expended for teachers' wages is \$1,264,061.02. This is \$36,648.42 larger than last year, and is 69.6 per cent. of the whole sum expended.

The summary of expenses is as follows :

Teachers' Wages,	\$1,264,061.02
Fuel and Incidentals,	149,322.73
New School-houses,	124,598.70
Repairs,	88,068.47
Libraries and Apparatus,	11,333.72
Other Objects,	176,438.40
Total,	\$1,813,823.04

The towns of New Haven, Hartford, Waterbury, and Bridgeport expended 34.9 per cent. of the above sum, while 68 per cent. was expended in twenty-five cities and towns.

For each child registered in the public schools, and whose name appears on the enrollment, there was expended an average of \$13.40.

For each person enumerated there was expended an average of \$10.90.

For each child in average attendance the expenditure was \$20.82. This shows the actual expense of educating each child in the public schools, and is by far the most satisfactory statement of the cost of education. The number upon which this is spent is 81,098, or 52.3 per cent. of the whole number enumerated.

The cost of educating each child in attendance varies from the highest, \$38.95, to \$9.53, the lowest in any town. The last-named sum cannot, under any system of economical or pinching management, secure good instruction and suitable appliances.

The following table gives the receipts and expenses since 1866, with the average cost of educating children on each of the bases mentioned :

Year.	Receipts.	Expenses.	Cost for each child enumerated.	Cost for each child registered.	Cost for each child in attendance.
1866	\$704,986.70	\$716,203.79	\$5.94	.....	\$13.79
1867	983,806.32	962,728.21	8.14	.....	17.98
1868	1,043,086.71	1,102,170.19	8.44	\$10.49	18.08
1869	1,269,152.83	1,278,827.01	10.23	12.05	20.97
1870	1,484,016.35	1,621,387.76	11.83	13.41	23.69
1871	1,503,617.62	1,496,980.95	11.70	13.23	23.98
1872	1,442,669.01	1,528,440.07	10.95	12.56	22.95
1873	1,542,489.20	1,477,442.72	11.60	13.44	24.08
1874	1,612,947.64	1,697,573.97	12.08	13.52	23.98
1875	1,592,858.11	1,552,583.85	11.81	14.17	23.22
1876	1,560,565.06	1,529,181.52	11.54	13.10	22.13
1877	1,506,218.67	1,510,222.56	10.99	12.63	20.87
1878	1,509,158.85	1,506,477.06	10.90	12.59	20.52
1879	1,390,972.54	1,375,880.46	10.05	11.65	19.14
1880	1,481,680.93	1,408,374.74	10.57	12.37	20.14
1881	1,482,024.39	1,476,090.95	10.31	12.41	20.43
1882	1,563,750.30	1,553,065.16	10.69	12.90	21.46
1883	1,733,392.88	1,813,486.11	9.94	12.33	19.85
1884	1,737,923.36	1,777,277.04	10.21	12.47	19.86
1885	1,735,384.21	1,852,221.45	10.31	12.40	19.72
1886	1,663,019.17	1,791,666.21	10.35	12.54	19.73
1887	1,793,369.19	1,768,371.06	10.76	13.12	20.89
1888	1,749,708.04	1,813,823.04	10.90	13.40	20.82

The indebtedness for school purposes is \$1,636,243.39.

Reports from the several towns show that the centers of population and wealth furnish better education than is obtained in more remote and less liberal localities. This cannot be too frequently mentioned, or too plainly held up to view. There are districts in our liberal towns where children of foreign birth are receiving a costly and thorough training for many weeks and months in the year. On the other hand, there are districts in parsimonious, and not always small towns, where American children are receiving inefficient and almost worthless schooling for a few weeks in the year. Thus those who have come here from foreign lands are likely to be better trained, so far as school can give training, than those who are born within the State.

The remedy for this cannot be given off-hand. Longer terms, regular attendance, skilled supervision, and concentration of money upon fewer schools, would certainly be steps in the right direction.

ENUMERATION AND ATTENDANCE.

Summary of Statistics, 1887-8.

Number of children between 4 and 16 years of age,	
in January, 1888,	154,932
Increase for the year,	1,672
Number of scholars registered in winter,	109,550
Increase for the year,	1,241
Number of scholars registered in summer,	101,889
Increase for the year,	1,720
Number registered who were over 16 years of age,	3,619
Decrease for the year,	48
Number of different scholars in the public schools,	126,055
Increase for the year,	261
Number of enumerated children in other schools	
than public schools,	17,179
Increase for the year,	1,226
Number of children between 4 and 16 years of age	
in no school, as shown by returns of school	
visitors,	21,817
Increase for the year,	996

Number between 4 and 16 years of age in no school, as shown by enumeration returns of January, 1888,	27,574
Increase for the year,	740
Number between 8 and 14 who attended no school, as shown by enumeration returns of January, 1888,	2,081
Decrease for the year,	103
Average attendance in public schools in winter, .	83,856
Increase for the year,	1,571
Average attendance at public schools in summer, .	78,341
Increase for the year,	2,663
Percentage of the whole number registered in the year, as compared with the number enumer- ated in January, 1888,	81.36
Decrease for the year, . . . . .	.71
Percentage of children in schools of all kinds, .	92.44
Decrease for the year, . . . . .	.04
Percentage of those enumerated registered in winter,	70.70
Increase for the year, . . . . .	.03
Percentage of those enumerated registered in summer,	65.76
Increase for the year, . . . . .	.41
Percentage of average attendance in winter, .	76.54
Increase for the year, . . . . .	.57
Percentage of average attendance in summer, .	76.88
Increase for the year,	1.38
Average attendance in winter, as compared with number enumerated in January, 1888, .	54.12
Increase for the year, . . . . .	.44
Average attendance in summer, as compared with number enumerated in January, 1888, .	50.56
Increase for the year,	1.18
Number of districts in which the average attendance for the year ending August 31, 1888, was 8 or less,	193

The following table gives enumeration, registration, and attendance since 1866, with percentages :

Report of the year.	Average length of Schools.	Enumerated.	REGISTERED.		Different Scholars Registered.	Per cent. Registered.	No. in both Public and Private Schools.	Per cent. in all Schools.	ATTENDANCE.		Per cent. of aver. Attendance.
			Winter.	Summer.					Winter.	Summer.	
1866	....	114,825	78,149	71,603	....	....	....	....	57,131	51,751	47.41
1867	....	118,780	78,206	70,837	....	....	....	....	57,464	50,560	45.47
1868	....	120,884	80,148	73,865	....	....	....	....	57,117	52,299	45.25
1869	163.05	123,650	82,140	75,177	99,390	80.38	....	....	59,489	53,645	45.74
1870	161.75	124,082	88,348	78,865	105,313	84.87	114,896	92.60	64,707	56,309	48.77
1871	168.51	125,409	94,092	83,192	110,640	88.19	119,944	95.64	66,902	58,348	49.13
1872	172.41	128,468	94,408	83,095	113,888	88.50	122,342	95.23	67,018	58,349	48.79
1873	173.34	131,748	94,787	83,874	114,805	87.14	123,834	93.99	67,599	58,113	47.70
1874	174.18	132,908	95,199	86,987	114,857	86.41	133,386	92.83	67,172	60,905	48.18
1875	176.29	133,528	99,550	89,674	119,298	89.34	127,720	95.05	71,433	63,052	50.35
1876	176.26	134,976	98,402	88,595	119,489	88.53	128,634	95.30	71,935	65,251	50.81
1877	178.13	135,189	98,923	89,832	119,106	88.10	128,922	95.36	74,369	66,621	52.14
1878	177.52	137,099	99,657	90,845	119,208	86.95	129,388	94.38	75,732	68,588	52.63
1879	178.47	138,407	100,288	91,433	119,828	86.56	130,937	94.60	77,218	69,912	53.15
1880	178.60	138,428	99,662	91,860	119,382	86.24	130,597	94.34	75,678	69,607	52.47
1881	179.02	140,235	100,596	90,614	119,694	85.35	132,337	94.37	78,421	68,672	52.44
1882	179.98	143,745	100,098	92,259	119,381	83.05	131,856	91.73	76,028	69,050	50.42
1883	179.66	146,188	101,759	92,475	121,185	82.90	134,084	91.72	77,041	68,636	49.86
1884	178.77	149,466	102,122	94,214	120,437	80.58	135,297	90.52	78,423	71,328	50.09
1885	179.55	150,601	103,921	97,499	123,280	81.85	137,860	91.53	80,075	74,787	48.80
1886	179.18	151,069	107,097	98,694	125,718	83.21	140,198	92.80	82,054	75,450	52.32
1887	179.74	152,166	107,213	99,166	125,539	82.50	140,714	92.47	82,949	76,719	52.46
1888	180.18	153,260	108,309	100,169	125,794	82.67	141,747	92.48	82,285	75,678	51.53
1889	179.08	154,932	109,550	101,889	126,055	81.36	143,234	92.44	83,856	78,341	52.34

The school census, made in January, 1888, showed :

1. That there were 154,932 persons between four and sixteen years of age. If the ratio of 1880 still obtains, viz., 4.44 to 1, the population of the State is 687,898.

2. 127,358 were reported as having attended school. This must not be accepted as evidence of regular attendance. Any child who appears and is registered, no matter how brief his stay, is included in this number. It includes those reported to enumerators as having attended private schools as well as public schools.

3. Of the whole number enumerated 27,574 are reported as having attended no school. This information is not derived from school registers, but from statements of parents to enumerators, and is too small.

4. Of the non-attendants above mentioned 10,430 were under 5, and 9,277 between 5 and 8. 5,786 were between 14 and 16. It follows that 25,493 were either above or below the compulsory limit.

5. There remain 2,081 non-attendants between 8 and 14,

the period to which compulsory legislation applies. This is less than last year by 103.

The following table gives similar returns of enumeration for six years :

Report of	Enumerated.	No. that attended school.	Non-attendants.	Non-attendants under 5.	Non-attendants bet. 5 and 8.	Non-attendants bet. 8 and 14.	Non-attendants bet. 14 and 16.
1884	149,466	121,492	27,974	9,634	9,625	2,841	5,874
1885	150,601	123,047	27,554	9,358	9,788	2,595	5,813
1886	151,069	125,092	25,977	9,151	9,002	2,137	5,687
1887	152,166	126,384	25,782	9,997	8,846	1,916	5,023
1888	153,260	126,426	26,834	10,203	8,891	2,184	5,556
1889	154,932	127,358	27,574	10,430	9,277	2,081	5,786

There is abundant evidence that the school census is not taken with care. Instances of over-enumeration, double enumeration, and under-enumeration are constantly coming to light. Perhaps the errors balance, and leave a correct result for the State. This does not direct the money which the State grants upon this basis to the towns and districts to which it justly belongs. The remedy is town enumeration by competent persons, and verification by the school visitors.

Below will be found a table exhibiting in detail the work of enforcing the laws relating to attendance :

TOWN.	Number cases of absences investigated.	Number families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.			
HARTFORD COUNTY.													
Bristol,	24	15				24		23			2		
East Windsor,	2	1				1	1	1					
Glastonbury,	36	25	2		6	26	7	26	4	5			
New Britain,	395	206	10	3	19	81	31	136	4	2	21	1	
Rocky Hill,	2												
Southington,	15	10	2	1	3	7	2	11			1		
Windsor,	1	1				1		1					
Windsor Locks, ...	85	61	8	4	14	49	12	55	2		9		
NEW HAVEN COUNTY.													
New Haven City,	15	15	1	1	5	13	3	16			3		
Branford,	14	12	2		1	9	3	13	1		3	1	
Derby,	15	15	3	3	1	8	2	15			8		
East Haven,	1	1				1	1				1		
Hamden,	4	3	1			2		2			1		
Meriden,	1					1		1					
North Haven,	2	2	1	1	1	3		3					
Orange,	51	36	2	1	3	29	8	38	2		2		
Seymour,	1	1				3		3					
Waterbury,	6	5	4		2	5	2	8			1		
“ Center,	51	51	4	6	4	40	10	40	4		6	3	
“ complete,	57	56	8	6	6	45	12	48	4		7	3	

[illegible]

TOWN.	Number cases of absences investigated.	Number families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.
			Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.			
WINDHAM COUNTY.													
Ashford,.....	8	3	1	.....	.....	8	3	8	.....	.....	.....	.....	.....
Eastford,.....	6	3	1	1	.....	2	.....	2	.....	.....	.....	.....	.....
Putnam,.....	2	1	.....	.....	.....	1	.....	1	.....	.....	1	.....	.....
Windham,.....	15	15	1	.....	.....	.....	.....	14	.....	.....	7	.....	.....
Woodstock,.....	1	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....
LITCHFIELD COUNTY.													
Litchfield, ...	5	3	1	..	.....	1	.....	5	.....	.....	.....	.....	.....
New Milford,.....	1	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....
North Canaan,.....	5	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plymouth,.....	15	14	1	.....	1	9	2	10	2	.....	.....	.....	.....
Salisbury,.....	10	5	2	3	.....	.....	.....	6	.....	.....	.....	.....	.....
MIDDLESEX COUNTY.													
Middletown,.....	79	65	2	6	9	22	17	39	.....	.....	2	.....	.....
“ City,.....	112	82	7	3	11	26	9	40	2	.....	5	.....	.....
“ complete,.....	191	147	9	9	20	48	26	79	2	.....	7	.....	.....
Haddam,.....	23	18	1	1	6	15	5	17	.....	.....	.....	.....	.....
Chatham,.....	3	3	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....
Chester,.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....
East Haddam,.....	4	4	1	1	.....	2	.....	4	.....	.....	.....	.....	.....
Essex,	9	9	2	3	.....	6	2	10	.....	.....	1	.....	.....
Westbrook,	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
TOLLAND COUNTY.													
Tolland,.....	8	4	.....	.....	2	4	3	6	.....	.....	.....	.....	.....
Total 59 Towns,.....	1341	898	125	74	213	499	145	764	26	7	75	11	1

The following is a summary of the foregoing :

Number of towns visited,	59
Number of cases of absence investigated,	1,341
Number of families visited,	898
Number absent under legal excuses —	
Mental or physical disability,	125
Lack of clothing,	74
At work legally,	213
Total,	412
Number absent illegally, negligence, etc.,	499
Number absent illegally, at work,	145
Total,	644
Number sent to school,	764
Number of prosecutions, parents,	26
Number of prosecutions, employers,	7
Total,	33
Number of truants,	75
Number sent to Reform School,	11
Number sent to Industrial School,	1

Of the towns in the above list, the following were completely canvassed : .

Hartford County,	New Britain.
"	Windsor Locks.
New London County,	Twenty towns.
Middlesex County,	Middletown.

in all, twenty-three towns, including three cities. The remaining towns were visited for the purpose of examining particular districts or individual cases. The most efficient and satisfactory results are derived from complete investigation of whole towns, with subsequent visits and frequent correspondence with teachers and school officers. The effect of such enforcement of the law will be the "regular and constant" attendance of a much larger proportion of enumerated persons.

The number of enumerated persons in the towns thoroughly investigated was 24,045. The number between 8 and 14 to whom the law applies was about 12,000. It fol-

lows that the number of cases investigated was 11 per cent. of the number whom the compulsory law affects.

There is another large class of offenders against the law who detain their children for a week or more at a time upon various pretexts. Every week's detention from school, if not covered by one of the legal excuses, is an offense. It has hitherto been impossible to give attention to the irregular scholars, who in the course of the year complete the 120 days of schooling. It is now possible to bring pressure to bear upon all delinquents.

Of the total number of delinquents reported, — 1,056, — one hundred and twenty-five, or 11 per cent., were physically or mentally unfit to be in school.

Seventy-four were members of families that professed to be unable to provide decent clothing. By far the larger number of cases were attributable to laziness, shiftlessness, or drink. Real and deserving misfortune is rare, and pleaded only in extreme cases.

Two hundred and thirteen were found to have attended school the legal time and to be legally employed.

The number sent to school was 764, and includes some of the class designated as "irregular."

The number of names on the registers afford a very imperfect test of the extent to which education is really helping and forming those to whom it is nominally applied. We must ascertain what proportion of these children ostensibly belonging to school are in any practical sense using the school. We must compare, as has been done in these reports for years, and is found on pages 171-179, the average attendance of all the scholars with the number of names on the registers.

It is said of the figures professing to exhibit average attendance that they contain uncertainties, and are sometimes delusive, owing to the very imperfect and unsystematic way in which the registers are kept and the average obtained. A particular investigation of the registers for a whole county shows that very few mistakes are made. The average attendance as summarized in these reports can be

accepted as substantially correct, and without any precarious element.

The difficulty of securing regular attendance is one of the greatest obstacles in the way of those who manage schools. Decisive evidence of this is found in the reports of School Visitors, pages 219-253. The magnitude of this evil has not yet been realized.

Of the children who are entitled to schooling, and for whom the State makes grants from its civil list and school fund, not more than fifty per cent. receive the full benefit of these grants. One quarter at least of this fifty per cent. by reason of residence in small districts attend no longer than 120 days. It follows that a large part of the children are obtaining little schooling and no lasting benefit.

The obvious remedies for this discouraging evil are,

1. Enforcement of the law relating to attendance.
2. Longer legal period of schooling — not less than 150 days.*

The effect of efficient enforcement of the law is seen in the case of a single county, page 112.

Of the gratifying increase in average attendance, 830, or 40 per cent. of the whole, is found in New London County.

Below will be found the report of Mr. Giles Potter, Agent of the Board :

TO HON. CHARLES D. HINE,

Secretary of State Board of Education :

SIR, — The following is a report of my work as agent of the Board during the twelve months ending September 1, 1888 :

During that period I visited the following towns :

Ashford, Branford, Bridgeport, Chatham, Chester, Danbury, Derby, Eastford, East Haddam, East Haven, East Lyme, Essex, Glastonbury, Haddam, Hamden, Hartford, Ledyard, Litchfield, Meriden, Middletown, Montville, New Britain, New Canaan, New Haven, New Milford, North Haven, North Stonington, Norwich, Old Lyme, Orange, Plymouth, Preston, Putnam, Rocky Hill,

* Since writing the foregoing the minimum of schooling has been fixed at 150 days.

Southington, Stamford, Tolland, Vernon, Waterbury, Willington, Winchester, Windham, Windsor, Windsor Locks, Woodbury, Woodstock.

Towns visited,	46
Cases of absence from school investigated, . . .	1,028
Visits to schools,	156
Visits to homes of children not attending school, . .	750
Visits to factories and other places of employment, .	39
Children found to be unlawfully from school, . . .	384
Children found to be unlawfully employed,	127
Prosecutions for failure to cause children to attend school, .	11
Prosecutions for employing children under thirteen years of age,	2
Prosecutions for employing children under fourteen years of age who had not attended school sixty days, . . .	3
Boys sent to Reform School for refusing to attend school, .	11
Girl sent to Industrial School,	1
Children sent to County Homes,	2

In the towns of Middletown, New Britain, New Canaan, North Stonington, Orange, and Windsor Locks, a full canvass was made by comparing the names on the latest enumeration lists with the names on the school registers, and by visiting the parents of the children where names were not found on the registers, and the parents of the children whose attendance was not satisfactory. In the other towns named a part only of the districts were thus canvassed or the visits to the town were made with reference to some particular cases to which attention had been directed.

Schools were visited for the purpose only of ascertaining facts concerning absentees or irregular attendants.

Homes were visited when the non-attendance of the children at school could not otherwise be accounted for, or when the non-attendance had been found to be in violation of law through neglect of the parents or truancy of the children.

Factories and other places, where children may be employed, were visited only when it had been found that children who had been unlawfully absent from school were therein employed. As other agents had been assigned to these towns where the establishments are located which afford the most employment for children, I have been occupied chiefly in looking after children whose absence from school was due to other causes than employment.

The number of children stated as found unlawfully absent from school is intended to include those who had not attended school at all and those who had not been present the number of days which the law requires, and were not excusable for any of the causes which the law specifies. Many more children in the families visited were found to have attended school less than one hundred and twenty days. But it was not easy to decide whether the failures were really in violation of law.

It has continued to be my plan to secure the attendance of children at school without resort to prosecutions and penalties for neglect, and to cause children to be removed from their parents only when it has been clearly evident that the parents could not control them nor provide for them, or the associations were such as to corrupt their morals and unfit them for the duties of life. However, more prosecutions of parents and others having control of children would have been made if I could have followed up more strictly some cases which had been investigated and where the delinquent parties had been admonished.

In a former report I referred to a joint school district in New London County, lying about equally in two towns, and containing thirty-one children whose parents, with two exceptions, refused to send them to school on account of the location of the school-house. In September, 1887, I caused four of these parents to be arrested. They were found guilty and appealed to the Superior Court. In January one of the cases was tried in the Superior Court, Judge Fenn presiding. The accused was found guilty by the jury, and was ordered to pay the fine imposed by the lower court and costs. Not having the money, he was committed to jail. The other defendants complied with the judgment of the lower court. All the children in the district, except those who attended the public school, were sent to a private school kept in the dwelling-house of one of the parents who was prosecuted. A register was kept in this school in due form, as required by law, and, I think, the children attended sufficiently to answer the requirements of the law; but it is not certain that the instruction given was such as to meet its requirements.

In this case the court gave rulings on two points, which are important:

1. That the location of the school-house was no excuse for failure to cause the children to be instructed, the parent not being

required to send his children there, if he caused them to receive thorough instruction, according to law, elsewhere.

2. That the State had proved its case when it had shown that the child had not attended the public school of the district. If the parent had caused his child to be instructed elsewhere, the knowledge of it was in his possession and he must show the fact.

In nearly all cases where children have been found employed contrary to law the employers have claimed that they had been deceived by the parents or the children, or that the form of certificate, if they had any, was misleading, or that some subordinate overseer had disobeyed orders in hiring. In most cases, however, where I have found any violation of law on the part of employers, it has been due to carelessness on their part to an extent that may clearly be regarded as criminal. In no instance during the past year have I found any defiant transgression of these laws. Employers have been found who in answer to the questions, "Are there cases of hardship to individuals or families?" and "Is the limit, viz., thirteen years, too high?" have promptly said "*No*," and at the same time they were employing children under thirteen years of age and children under fourteen years of age who had not attended school in twelve months, and gave as a reason for such employment "that the families to which those children belonged were poor and needy." This kind of charity is deserving no consideration, when the employer is receiving full compensation in the work of the child for all the wages paid, while the child is being robbed of his opportunity for education.

Not unlike this are the cases where persons take children from asylums, County Homes, or poor parents, and keeping them at work, neglect to send them to school. The real motive of these persons in taking the children appears when they are told that the law requires that the children be sent to school, and the answer is given, "If we have to send the child to school we cannot afford to keep him."

More prosecutions of employers would have been made if there had not been in some cases unwillingness on the part of prosecuting officers to act. I filled out a number of complaints which were not signed, or, if signed, no warrants were obtained.

The foregoing is in brief a statement of my work the past year. I trust that the reports of individual cases which I have already made render further details at this time unnecessary.

As results of observations and investigations the past year, I

have no plans or measures to suggest which I have not submitted in former reports. It, however, seems to me that certain facts should be kept before the people.

The annual reports from the several towns do not show an increase in attendance and decrease in the number of absentees, which may have been expected. While it is well known that these reports are often erroneous, we must rely on them for statistics concerning the schools. The enumeration returns made in January show the attendance at school as stated by the parents. In many instances these statements have been found incorrect. Yet they may be worthy of attention as statistics as well as for the purpose of assisting in finding out and correcting violations of the law. It has been gratifying to observe that during the past few years there has been, on the whole, improvement in attendance; that of the absentees the number of children over eight and under fourteen years of age, — those most directly affected by the compulsory laws — as shown by these returns, has diminished.

In some quarters much was expected in increase of attendance from the law prohibiting the employment of children under thirteen years of age. That such improvement should not appear in the aggregate number of children attending throughout the State is not surprising to one who has duly considered this subject. If there is demand for child-labor, as there is, and children cannot be employed till thirteen years of age, parents who desire to put their children at work will not send them to school when thirteen years of age and upwards any more than they are obliged to. The law may cause improvement in aggregate attendance, but its tendency, unless met by other influences, may be to diminish the number of different children registered in school.

When we look for results of compulsory school laws in the statistics of the State, it should be remembered that the entire percentage of the number of children affected by such laws is not large. The great majority of children who attend school are sent without any thought of law. They would go just as regularly if no such laws had ever been enacted. If this were not so these laws could not be enforced in any case. In any given year a larger percentage of children may be kept from school by a contagious disease or an inclement season than the entire percentage affected by the law, and hence its influence, so far as shown by statistics, be wholly lost sight of.

If figures do not lie they do not always tell the entire truth.

The following is an example : Recently, in visiting a school, I found that the number of children last enumerated in the district was 29. I found registered at school 16. It looked as if some work was needed there. Closer investigation showed that six of the children who were not registered were over fourteen years of age and were lawfully employed ; one was five years of age ; one was four years of age ; five had removed from the district and were attending school elsewhere. One boy, thirteen years of age, who had been registered, had been absent most of the term. On visiting his home I found that no good reason could be given for his failure to attend school. He was absent in violation of law. This was the only such case in the district. Unfavorable statements and comments have often been made concerning our schools because only the results indicated by figures have been considered. The facts that children are enumerated who are not old enough to attend school, and who are excluded from the schools in some towns, and that some children are instructed elsewhere than in the schools, seem to be lost sight of.

While in some towns the local authorities have done nothing toward enforcing these compulsory laws, the number of towns where notice is taken of failure of children to attend school, and efforts are made by school officers by means of notices and personal admonitions, is increasing. More towns and districts are appointing truant officers, and aid is constantly solicited from agents of the State Board. This local influence and coöperation should be encouraged in every community, or the laws cannot therein be effectively enforced. I therefore deprecate any legislation and any measures which seem to relieve towns of responsibility concerning this matter of attendance, or any other matter affecting the schools.

No class of persons have been more ready to assist the agent than teachers of both public and private schools. It is gratifying to note this fact, for it shows that while the law places no responsibility on the teachers in this matter, they are interested not merely in the routine work of the school-room, but in the education of all classes.

If I were to make any suggestion concerning further legislation I would invite attention to some remarks which I made in former reports concerning a law which should provide what attainments children should make before leaving school to engage in constant employment, and providing for certificates of such attainments by teachers and school officers. Would not such a provision make

parents more anxious that their children learn, whereas, when attendance is required without reference to attainments, the compliance with the law is often merely formal. Would not teachers also have more interest in the success of such pupils, — interest like that which teachers of grammar schools show when their scholars are preparing for the high school, knowing that not only the scholars' ability but their own faithfulness will be made manifest?

Inspection of the school registers brings prominently before me a fact which yourself and others have often referred to — that a majority of the children do not attend school after they are fourteen years of age, while very many do not attend at all after they are of the age of thirteen, or even twelve years. How to counteract this tendency is a problem. Recent legislation, while it may increase the number of days a child attends school, does not diminish this evil; its tendency may be otherwise. A term in school when a child has learned the use of learning, and has maturity of mind sufficient to appropriate the instruction given, may be worth more than an attendance for an entire year at an earlier period. We often hear the schools of the olden times extolled as better than those of the present. The men educated in them are referred to as proof. The teachers of these schools may not have been as well informed as most of the teachers of the present, though many of them were more mature in years. If those who attended school then received better education than those who attend school now, it was due to the fact that their school days continued till they were old enough to comprehend and appreciate what they learned.

Whether the measures I have referred to, or any other legal measures which can be devised, will tend to improvement, is a question which I respectfully submit. It may be that it is better to rely on measures for the improvement of the schools and such teachers as will command the respect and confidence of children as they advance to years of understanding and desire for instruction.

GILES POTTER.

NEW HAVEN, September 1, 1888.

EMPLOYMENT OF CHILDREN.

Law. — The law relating to the employment of children in certain enumerated establishments is found below:

SEC. 1753. No child under thirteen years of age shall be employed in any mechanical, mercantile, or manufacturing establishment.

SEC. 1754. Any person acting for himself, or as agent in any way whatever

of any mechanical, mercantile, or manufacturing establishment, who shall employ, or authorize, or permit to be employed in such establishment any child, in violation of the preceding section, shall be fined not more than sixty dollars, and every week of such illegal employment shall be a distinct offense, provided that no person shall be punished under this section for the employment of any child when at the time of such employment the employer shall demand, and thereafter during such employment, keep on file the certificate of any town clerk, or of the teacher of the school where such child last attended, stating that such child is more than thirteen years of age, or a like certificate of the parent or guardian of such child, in such cases only where there is no record of the child's age in the office of the town clerk, and such child has not attended school in this State. Any parent or guardian who shall sign any certificate that his child or ward is more than thirteen years of age when in fact such child or ward is under thirteen years of age, shall be fined not more than sixty dollars.

The following persons have been authorized by the Board to execute the provisions of the above law :

Mr. Giles Potter, New Haven.

Mr. J. K. Judson, Thomaston.

Mr. George A. Conant, Willimantic.

Mr. H. J. Curtis, Bridgeport.

None of these agents have been continuously employed.

It has been found that the mere inspection and observation of establishments no longer executes the law. The process of discovering the cases which need attention involves,

(a) Examination of enumeration lists.

(b) Examination of school registers.

(c) Visitation of schools.

(d) Visitation of establishments employing children.

(e) Visitation of families.

It will be seen that execution of the law relating to labor involves an examination of attendance upon the schools. Under the provisions of Section 1755, agents have been instructed to give attention both to employment and attendance.

Below will be found a table exhibiting in detail the work performed by the agents under the child labor law. Compelling attendance and preventing illegal employment have been carried on together, but the results shown in the following table are additional to those in the tables on pages 27-9.

TOWNS.	ESTABLISHMENTS.		CHILDREN 13 TO 14.				UNDER 13.			
	Visited.	Inspected.	Employed.				Having certificates of age.			
			Having legal certificates.	Having no legal certificates.	In violation of law.	Discharged to attend school.	Employed illegally.	Town clerk.	Teacher.	Parent.
HARTFORD CO.										
Hartford,.....	12	6		3						3
Berlin,.....	1	1								
Bristol,.....	2	2					1			
East Windsor,....	1	1		3	1	1				
Enfield,.....	2	2	22							
Enfield,.....	1	1	3	49	1	5				
Glastonbury,....	1	1		7	5	3	2			
Manchester,.....	2	3	4							
Manchester,.....	2	2	2							
New Britain,.....	1	13	13		34	18	9			
New Britain,.....	2	6	6	5	16	12				
Newington,.....		1								
Southington,.....		11	10		9	7	1			
Windsor,.....		5	5	6						
Windsor Locks,....	1	3	3	8			1			
Windsor Locks,....	2	6	6	1	9	9		3		1
NEW HAVEN CO.										
New Haven,.....		1					3			
Branford,.....		2			1		1			
Derby,.....		14	4		4		1			
East Haven,.....					1					
Naugatuck,.....		3	3	1						
Orange,.....					4		2			
Seymour,.....		1	1	5				4	7	1
Waterbury,.....		4			11		2			
NEW LONDON CO.										
New London,....	1	15	6		1					
New London,....	2	6	4	2	2		1			
Norwich,.....		12	9	69	9	1	1		69	
Bozrah,.....		2	2	4						
East Lyme,.....		2	2							
Griswold,.....		2	2	12						
Groton,.....		5								
Lisbon,.....		1	1	5						
Montville,.....		4	4	5	2	1	1		3	
North Stonington,....		1	1	1			1			
Preston,.....		1	1	1	1	1			1	
Stonington,....	1	1	1							
Stonington,....	2	7	7		2		1			
Voluntown,.....		1	1	2						
FAIRFIELD CO.										
Danbury,.....		29	1							
Fairfield,.....		2								
Huntington,.....		5	5	9	5	2	2			13
Newtown,.....		2								
Norwalk,.....		3	3	3						
Stamford,.....		6	6		1					
Westport,.....		6	2		5					
WINDHAM CO.										
Putnam,.....		7	7	7	24	7	3	1		17
Thompson,.....		3	3	16	28	1			16	72
LITCHFIELD CO.										
Litchfield,.....		1	1							
New Milford,.....		4								
Torrington,.....		8	3	4	4					
Watertown,.....		2	2	2					5	8
Winchester,.....		9	2	2	3					
Woodbury,.....		1	1							
MIDDLESEX CO.										
Middletown,.....		10	10	18	18	13	12	10		3
Haddam,.....		3	3	5	5	2	2		3	8
TOLLAND CO.										
Hebron,.....		1	1		3	3	1	1		
50 Towns,.....	257	157	224	247	94	37	41	8	106	126

PROSECUTIONS.		CHILDREN BETWEEN 14 AND 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening schools?
Non attendance.	Child labor.	Employed.	Cannot read or write.	Number of hours.	Average weekly wages.				
		54		60	\$2.00	No.	Yes.	No.	Yes.
		14		57		No.	Yes.	No.	No.
					4.50	No.	Yes.	No.	No.
				60					
		48		60	3.90	No.	Yes.	No.	No.
		105		60	3.30	No.	Yes.	No.	No.
3	2								
		38		60	4.25	No.	Yes.	No.	No.
		70			3.50	No.	Yes.	No.	No.
		13	1	50 to 60	3.50 to 6.00	No.	Yes.	No.	No.
					3.00 to 6.00				
		25		60					
		16		60	3.50 to 5.00	No.	Yes.	No.	No.
		33		60	3.00 to 4.50	Yes.	Yes.	No.	No.
		5		60					
						No.	Yes.	No.	No.
						Yes.	Yes.	No.	No.
		32	1	60	4.50				
		57		60	4.50	No.		No.	No.
		334	25	60	4.30	No.	Yes.	No.	No.
		25	6	60	4.50	No.	Yes.	No.	No.
		2		60	5.00	No.	Yes.	No.	No.
		53	7	60	4.00	No.	Yes.	Yes.	No.
		22		60	4.00	No.	Yes.	No.	No.
		49	8	60	4.00	No.	Yes.	No.	No.
		7		60	3.50	No.	Yes.	No.	No.
		10	1	60	4.50				
		33	4	54 to 60	3.00 to 6.00	No.	Yes.	No.	No.
		13	7	60	4.20	No.	Yes.	No.	No.
		6		60	6.00	No.	Yes.	No.	No.
		20		60	3.00 to 5.00	No.	Yes.	No.	No.
		6		60		No.	Yes.	No.	No.
		2		60		No.	Yes.	No.	No.
				60					
		161	44	60	3.00	Yes.	Yes.	No.	Yes.
		146	72			No.	Yes.	No.	No.
						No.	Yes.	No.	No.
		6		60	Boys \$3 to \$4; girls \$3	No.	Yes.	No.	No.
		10		60	3.00 to 5.00	No.	No.	No.	No.
				60	4.00 to 5.00	No.	Yes.	No.	No.
		85		60	2.00 to 4.00	No.	Yes.	No.	No.
		8		60		No.	Yes.	No.	No.
		6	1			No.	Yes.	No.	No.
3	2	1,514	177						

Below will be found a summary of the table :

Number of towns visited,	50
Number of establishments visited,	257
Number of establishments inspected,	157
Children 13 to 14 employed,	471
Discharged to attend school,	37
Having legal certificates,	224
Having no legal certificates,	247
In violation of the law,	94
Children under 13 employed illegally,	41
Prosecutions —	
Employers,	2
Parents,	3
Children between 14 and 16 —	
Employed,	1,514
Cannot read or write,	177

The number between 13 and 14 employed in violation of law was 94. This is included in the number mentioned on page 30.

The law applicable to this class is intricate and extremely difficult of administration. In substance, it is that children between 13 and 14 may be employed provided they have attended 120 days of the preceding twelve months, and attend 60 days of the year between 13 and 14. Here is opportunity for many negligences and escapes. Many gain admission to establishments legally, but remain illegally, and are not discharged. Some are admitted illegally, but pass the limit while illegally employed, and remain legally. All difficulties would be obviated if employers always required certificates of age and attendance in the following form :

ATTENDANCE CERTIFICATE.

Town,

District,

Date,

This certifies, That it appears from the Register of the
Department of the _____ School, in the

District, for the

Term of 188 , that

(Name of scholar.)

age _____ on the _____ day of _____ 188 , has attended
school *sixty** days since the _____ day of _____ 188 ,
and that six weeks of this attendance were consecutive.

Signed,

Teacher.

(Visitor, or Committee.)

This Certificate should be signed by a
Teacher, School Visitor, or Committee.

TOWN CLERK'S CERTIFICATE OF AGE.

This certifies, That it appears of record in this office that
was born in this Town on the _____ day of _____ 18 , and that h
parents' names were _____ and _____

Attest,

Town Clerk.

Dated at

this _____ day of _____

18

Law on other side.

TEACHER'S CERTIFICATE OF AGE.

This certifies, That it appears in the Register of the _____ School in the
District of the Town of _____ for the Term of 18
that _____ was _____ years and _____ months old on the
day of _____ 18 .

Signed,

Dated at

on this

day of

18

This Certificate is a protection to Employers *only* when the Town Clerk's
Certificate of age cannot be obtained.

Law on other side.

PARENT'S CERTIFICATE OF AGE.

This certifies, That my * _____ † was born in the
Town of _____ in the State of _____ on the _____ day of
in the year of 18 .

Signed,

Parent.

Dated at

this

day of

18

This Certificate is a protection to Employers *only* when neither the Certifi-
cate of Town Clerk nor of the Teacher can be obtained.

Attention of parents is called to penalty for incorrectly stating age.

Law on other side.

* Or one hundred and twenty.

* Son or daughter. † Name.

Prosecutions. — The number of prosecutions has been small. Referring to the table on page 30, it will be found that 26 prosecutions were made for non-attendance. A number of prosecutions connected with investigations begun in this year have been made since August 31, 1888, the end of the period covered by this report. In four cases local prosecuting agents declined to bring suit, although the evidence was clear. In one case the offender has been once previously prosecuted, and twice warned. In a few cases appeals from convictions have never been tried, nor finally settled. Easy settlement, or entirely inadequate fines, have been imposed in other instances. In no case where prosecution was brought was there failure to convict.

Employment. — Of the forty-one cases of illegal employment, at least twenty were careless and negligent violations of the law. Others were cases of deception on the part of parents, or gross ignorance of the law. In all cases reasonable care would have prevented employment.

There is not any general employment of children under 13 in the establishments enumerated in the law. Employers have intended to conform to the law, and generally express themselves as satisfied or pleased with its provisions.

Applicants for employment are not rigorously questioned, certificates are not required, and the responsibility cannot be fixed. Parents are persistent and mendacious. In one case conspicuously, and in two cases in all, there was endeavor to run children out of the mill when the agent came. Evidence was clear, and in both cases prosecution and conviction ensued.

The child-labor law is easy of administration, and has without question accomplished its purpose of preventing the employment of children.

In three out of fifty towns local authorities have acted.

The number of hours of labor, averaging 60 a week, required in these establishments shows conclusively that young and growing children ought not to be employed steadily, even if the work be light. It also shows conclu-

sively that if children are in school all the rest of the year, they ought not to be in factories and stores during vacation. There is need of recreation for all growing children.

In fifty towns and in 157 establishments were found 1,514 children between 14 and 16 years of age. There are about 150 more establishments where children of these years are employed, and if the same ratio holds, there are 3,000 children between 14 and 16 years of age employed in factories.

There are about 25,000 children between 14 and 16 in the State, and it follows that one-eighth are employed and are not attending school. Of the 1,514 children employed, 177, or 12 per cent., cannot read or write. Many more cannot read intelligently or write legibly. If the same ratio of illiteracy holds of the twenty-five thousand as is found here, two thousand children of advanced age cannot read or write. Investigation in one county particularly canvassed would tend to confirm this result; but this section contains a disproportionate number of establishments employing children, and final conclusions cannot be drawn. The fact remains, however, that a considerable number of children of school age, drawing money from the school fund and State tax for schooling, are not obtaining any schooling, and what is much worse, never had any useful schooling.

The ability to read and write is tested by presenting to children a book of easy reading. If the child cannot read it is inferred that he cannot write. If any claimed to read or write in any other than the English language, and there was corroborative evidence, this claim was allowed, and they were rated as able to read. Calling words was permitted to pass for reading.

If the employment of children of school age who cannot read or write is allowed, evening schools, half-day schools, or some means of schooling, ought to be provided, and attendance be compulsory. Wiser than this, and in accord with the system of support and attendance now existing, would be the attendance of all who cannot read or write, so long as

they are of the school age or until they can at least read and write.

Three years' observation of the child labor law and execution of its provisions supply abundant evidence of its benefits to children. This is the only view this department can consider. The greed of parents is restrained, the rights of children are respected by employers, the advantages of schooling are extended. All this has been perceptibly accomplished, is added to what existed before the law was enacted, and is a gain of no small value.

If this were attended with hardship to many or even to few there would be room to question the humanity of the law, however much its justice might be admitted. The cases of hardship do not frequently come to light, and when they are found are easily remediable without resorting to "child labor." It must be borne in mind that the law applies to children of tender years, whose right it is to have schooling. If the misfortune or shiftlessness of parents has resulted in poverty, shall the burden of this fall upon young children? Shall the State compel or even allow them to be deprived of what it enforces upon the more fortunate? Is it not more reasonable and humane to provide for the exigencies of children by compelling parents to educate them, and employers to respect the period of schooling?

The sums which children between 14 and 16 earn is shown in the table on page 41. The lowest wages are paid in stores, where \$1.75 per week is sometimes, and \$2.00 often, paid to children over 14 years of age. The average in manufacturing establishments is about \$3.50.

The report of Mr. George A. Conant, Agent of the Board, will be found below :

C. D. HINE, Esq.:

Sir,— In compliance with your request, I send you my observations and suggestions as to the workings of the Child Employment Acts in the localities visited by me during the calendar year just closed.

My work has been chiefly directed to the condition of the factories on the Quinebaug River, in Windham County. Here Section 1753, of the General Statutes, which forbids the employment of children under thirteen years of age, has been substantially obeyed. This section is short, clear, and unconditional, and consequently is easily understood and remembered. To a considerable extent it enforces itself. These factories had been visited before by special agents for the purpose of enforcing this same section. So far as I have been able to learn, this law is believed by employers to be just and salutary, with the possible exception that it forbids work in vacations. I attribute the observance of the thirteen-year act to the simplicity of the statute itself, the general belief in its utility, and the previous measures of enforcement.

My report, so far as it relates to the effect of Section 2105 of General Statutes, cannot be so favorable. It was necessary to send from the mills a considerable number of children between thirteen and fourteen years of age who had not attended school according to law. As it is my belief that the statute itself is largely responsible for this, I will quote the section in full and call attention to its exceptions.

"Sec. 2105. No child under fourteen years of age, who has resided in the United States nine months, shall be employed to labor, unless such child shall have attended a day school in which instruction has been regularly and thoroughly given in the branches of education required in the public schools during at least twelve weeks, or sixty full school days of the twelve months next preceding any month in which such child shall be so employed, nor unless six weeks at least of this attendance have been consecutive. Any person who shall employ a child contrary to the provisions of this section shall be fined not more than sixty dollars."

The elements of the statute may be referred to as follows:

1. Owing to the thirteen-year act, it must be noticed that this section applies only to children between thirteen and fourteen.
2. Children of this age, who have been in the United States less than nine months, are excepted from its operation.
3. No exception as to place or kind of employment is made.

4. Another exception is made where all the following facts concur :

- (1) Children attending day school
- (2) where instruction is regularly and thoroughly given
- (3) in branches required in the public schools
- (4) during at least twelve weeks or sixty full school days
- (5) of the twelve months next preceding any month in which such child shall be so employed
- (6) six weeks at least of which attendance are consecutive.

The points are made clearer by analysis ; but the persons affected by the statute must consult it, as they find it in the book. My experience with this law suggests that penal statutes, operating upon many different classes of persons, ought to be simple and intelligible at sight. Such an act as Section 2105 must not be expected to enforce itself. This state of things, in the factories above mentioned, was also due to the fact that no previous inspection had been made for the purpose of enforcing the law as to children between thirteen and fourteen. The previous visits of the agents were made before they were authorized to take notice of other offenses than the employment of children under thirteen.

I have found no criticism of the fundamental principle of these laws, viz., that children of this age ought to go to school instead of working in the mill.

The thirteen-year act is criticized by the manufacturers chiefly because it forbids the employment of children under thirteen in vacation. Yet, I do not believe the manufacturers would go so far as to say that the children under eleven—possibly twelve—ought be allowed to work in vacation.

Section 2105 is criticized because it is so cloudy with exceptions, and because it exacts so much formality. By it the employer is required to find out first how old the applicant for work is. To get a consistent statement of the child's age it is often necessary to see both the parents together and make test inquiries of them with the aid of an interpreter. If the age is finally ascertained to be between thirteen and fourteen, the next inquiry is, has the child been nine months in the United States? On this point both parents ought to be questioned. If residence for nine months in the United States is established, the next question is, has the child been at school during that time? If so,

was it a day school where the branches required in our public schools were regularly and thoroughly taught? If so, the applicant must be directed to procure a certificate from the teacher of that school. This certificate being obtained, it may be defective, in which case the applicant must be rejected or requested to get another certificate. If a legal certificate is finally obtained, it must be preserved, and care taken that the child is not kept in the mill longer than the law allows.

The results of Section 2105 are not apparent and satisfactory. Three months in school is hardly of any use, except as a start. Children compelled to leave the mills to attend school for so short a period of time do so to comply with the law, not to learn.

Laws which forbid the employment of children under eleven, absolutely, at all times and seasons, and the employment of children between eleven and fourteen, absolutely, except in vacations, with provisions as to certificates of age similar to those in the thirteen-year act, would afford the children substantial opportunities.

Some employers would prefer such laws in lieu of Sections 1753 and 2105. Their duty would then be done when they had procured, and preserved on file, a proper age certificate, and kept the children between eleven and fourteen out of their mills during the sessions of the district school.

Allow me to call attention to the power and responsibility of the teachers in the matter of issuing certificates. They may issue two kinds, viz., age certificates, under Section 1754, and attendance certificates, under Section 2106. It is in their power to defeat the end of the employment acts by the heedless or unwarranted issue of certificates. Teachers of all schools—public and convent, and of other private schools—have this authority. Even if their registers are complete, which is far from always being the case, they have the power to ignore them entirely and to write certificates, using such information only as the children or their parents or friends may furnish at the time the certificate is applied for. As to an estimation of the value of this information, no rule can be given to guide the teacher's discretion, except that after consulting the register, if there is any material disagreement between the record and the statements of the applicant, the case ought to be referred to the local committee or Acting School Visitor for his advice.

Let the teachers make haste to know the school laws; to keep their registers accurately and completely, and to write their certificates with all possible care.

GEO. A. CONANT.

WILLIMANTIC, January 1, 1889.

The following suggestions for employers and teachers have been published and are supplied for their use :

Employers. — Persons, whether superintendents, agents, or overseers, who hire children under sixteen years of age to labor, ought to be familiar with all the provisions of the statutes relating to the employment of children.

The person hiring or making a contract to labor with a child under sixteen, should make certain inquiries of the child, and of one of his parents, or his guardian, or custodian. If they cannot speak a language which the employer understands, an interpreter should be obtained. The presence of the friends of the child at the time of the questioning will tend to prevent mistakes. Notes of the answers, and by whom given, ought to be taken down. The information thus gained is valuable, and may be transferred to the "Record of Employment," and thus preserved.

The questions are best asked and answered at the time of hiring. There should be no delay in obtaining the requisite information, and the child should not be permitted to begin work until the information is secured by the employer. The admission of the child to an establishment for a week may constitute a distinct though unintentional violation of the law.

The following are essential questions :

- (1) *The name of the child in his own handwriting.*
- (2) *The name of the father or mother, guardian, or custodian of the child.*
- (3) *Date and place of birth?*
- (4) *If baptized, where?*
- (5) *How long has the child resided in the United States?*
- (6) *Has the child been at school in this State?*
- (7) *If so, when and where last at school?*

The inquiry as to the child's birth ought to be searching and particular.

A proper certificate of *age* ought invariably to be demanded and obtained before the child is admitted to the establishment.

The kind of age certificate to be required can be determined by applying the law to the answers given.

If the child *was born* in this State, a town clerk's certificate should be procured, if possible.

If the child has been *at school* in this State, an age certificate, signed by the teacher of the school where the child last attended, may, if preferred, be accepted instead of the town clerk's.

If the age certificate, when presented, shows that the child is between thirteen and fourteen, he should be denied work until a proper certificate of school attendance is received.

Where the teacher's certificate of age is demanded, it is better to require one which states also the number of days of the child's attendance at school during the previous twelve months. This will save the trouble of sending to the teacher for a certificate of attendance in case the certificate shows the child to be under fourteen. An attendance certificate in the usual form states both age and school attendance.

The certificate of the parent ought not to be accepted as sufficient unless it is impossible to get one from a town clerk or teacher in this State. As to whether it is impossible in a particular case to get such a certificate, is a question for the employer to decide by the exercise of due vigilance.

When a certificate is presented it ought to be carefully examined as to its *form* and *contents*.

If it is not dated or signed by town clerk or teacher, or in any respect is incomplete, containing erasures or omissions which may reasonably excite suspicion, it ought to be rejected. A child ought not to be permitted to work without a legal certificate complete and honest upon its face.

Moreover, the certificate ought to be a statement of facts

which will legally justify employment. The decisive question is, "*Does the certificate cover this child's case?*"

A child under fourteen ought to be discharged one year from the date following the words, "*Sixty days since the,*" in the attendance certificate.

The main object of the law is to secure to children the elements of a common school education. If in their early and impressible years they can attend school without interruption, we may fairly hope that they will become interested and apply themselves. Their schooling will fit them in some measure for intelligent and useful activity in their various pursuits.

Teachers. — Teachers ought to be thoroughly familiar with the law relating to attendance.

1. *Registers.* — Registers ought to be *complete* and *accurate*. The first duty of the teacher is to see that each child's *name*, *age*, and *last birthday* are entered on the register with such accuracy as careful inquiry of the pupil or of parents will secure.

The record of absences ought to be made up each day.

2. *Certificates.* — Certificates should contain *only* statements found on the register at the time they are issued. All certificates read, "*This certifies that it appears from the register,*" *etc.* When an entry, as to age, is missing from the register, or is, on investigation, found incorrect, the error should be corrected, if at all, before the certificate is issued, so that certificate and register may agree.

Teachers should sign their names to certificates, not the name of their school, or of the religious society, or order to which they belong.

Printed words not used or certified to should be erased.

The handwriting should be plain and legible. Words and figures *written* upon other *written* words and figures, and erasures of *written* words and figures, should be avoided.

Certificates should bear the date on which they are issued.

Teachers are authorized to issue two kinds of certificates: (1) Age certificates; (2) Attendance certificates.

(1) *Age certificates.* — The form of an age certificate is as follows :

This certifies, That it appears in the register of the School
in the District of the Town of for the
Term of 18 that was years
and months old on the day of 18
Signed,
Dated at on this day of 188

The blank space after "*months old on the*" should be filled with the date when the last record as to the child's age was made, or with the date on which he became the age certified to, if such birthday appears on the register. In the latter case "*and . . . months*" should be erased.

(2) *Attendance certificates.* — The form of the attendance certificate is as follows :

Town District
Date
This certifies, That it appears from the register of the
Department of the School, in the
District, for the Term of 188 , that
(Name of scholar.)
age on the day of 188 ,
has attended school SIXTY* days since the
day of 188 , and that six weeks of
this attendance were consecutive.
Signed, Teacher.
(Visitor, or Committee.)

This Certificate should be signed by a
Teacher, School Visitor, or Committee.

This form answers the purpose of an age certificate also.

An important duty of the teacher as to attendance certificates is to count up accurately the number of days' attendance. First, six weeks of consecutive attendance are to be found. Six weeks of consecutive attendance probably means thirty days of attendance without a break,—a period of thirty days during which not a single absence mark is recorded. Tardy marks are not absence marks. If six weeks of consecutive attendance cannot be found during the twelve months next preceding the first day of the month that the

* Or 120.

certificate is to be dated, no certificate as to attendance can be given. If, on the other hand, such a period of six weeks is found, search is then to be made for additional days sufficient to complete a period of sixty full days of attendance during the twelve months above mentioned. In this search the teacher should not go outside said twelve months. After the word "*since*" there should be inserted the most recent date subsequent to which the child has attended sixty days, including a period of six consecutive weeks. In other words, the period of sixty days should be the most recent sixty days of legal attendance. The date after the word "*since*" indicates to the employer when in the following year a child under 14 must be discharged.

If the sixty full days cannot be found within said twelve months, the certificate of attendance should be denied. In that case, however, the certificate so far as it relates to age ought not to be denied. If the child's age is on the register it should always be certified to, no matter what it may be ; but those words printed in the certificate, and relating to school attendance, should then be erased and a memorandum made on the bottom of the certificate, "certificate as to attendance denied."

School Visitors and Committees who are authorized by statute to issue certificates of attendance (not of age) should follow the rules prescribed for teachers.

Teachers having charge of private schools should be careful to preserve registers for two or three years after their use in school.

Laws relating to education, record books, blank certificates, and registers will be furnished on application.

TEACHERS.

Summary of Statistics, 1887-8.

Number of teachers in winter,— male, 493 ; female,	
2,629 ; total,	3,122
Decrease,— male, 40 ; increase,— female, 70 ; total	
increase,	30
Number of teachers in summer, male, 327 ; female,	
2,783 ; total,	3,110

Decrease, — male, 16 ; increase, — female, 53 ; total increase,	37
Number of teachers continued in the same school,	2,677
Increase for the year,	23
Number of teachers who never taught before,	398
Increase for the year,	20
Average wages per month for male teachers,	\$73.50
Increase for the year,	4.68
Average wages per month of female teachers,	38.52
Increase for the year, . . . . .	.02
Number of teachers whose wages was \$20.00 or less per month, — male, 15 ; female, 130 ; total,	145
Number of teachers whose wages was from \$20.00 to \$25.00 per month, — male, 66 ; female, 360 ; total,	426
Number of teachers who had attended Normal School,	451
Number of teachers' meetings held during the year ending August 31, 1888,	6
Number of State certificates granted,	33
Number of State certificates renewed,	133
Number of State certificates in force,	166

Below will be found a table giving summary for years since 1866 :

Report of	No. of Teachers.		No. of Teachers.		Continuously Employed.	Beginners.	Av. Wages.		Amount paid for teachers' wages.	Per cent. of total expense for schools.	Teachers' meetings.	Examina- tions.		
	Winter.		Summer.				Male.	Female.				No. held.	No. of Candidates.	No. of Certificates.
	Male.	Fem.	Male.	Fem.										
1866	655	1,448	113	1,959	1,074	558	\$49.00	\$22.61	\$421,137.92	70.4	0	.....	.....	.....
1867	624	1,518	115	1,995	1,185	639	45.21	23.14	482,677.50	67.3	9	.....	.....	.....
1868	617	1,560	139	2,023	1,218	637	52.05	24.91	557,193.22	57.8	12	.....	.....	.....
1869	645	1,580	150	2,057	1,453	651	56.64	26.93	609,658.05	51.3	33	.....	.....	.....
1870	679	1,639	162	2,134	1,568	608	58.74	29.16	695,539.25	54.3	12	.....	.....	.....
1871	702	1,670	185	2,141	1,407	607	63.10	31.29	785,680.04	48.4	9	.....	.....	.....
1872	699	1,721	186	2,194	1,434	595	66.56	32.69	833,759.96	55.6	6	.....	.....	.....
1873	715	1,762	198	2,240	1,508	580	67.01	34.09	888,871.89	58.1	10	.....	.....	.....
1874	711	1,810	246	2,246	1,574	618	69.03	36.05	959,229.40	64.9	11	.....	.....	.....
1875	704	1,897	258	2,303	1,690	539	71.48	36.67	1,021,714.07	60.1	1	.....	.....	.....
1876	721	1,910	272	2,324	1,768	557	70.05	37.35	1,057,242.19	67.1	0	.....	.....	.....
1877	767	1,899	321	2,317	1,780	539	67.43	37.16	1,085,290.05	70.9	6	.....	.....	.....
1878	753	1,923	305	2,354	1,904	478	64.55	36.20	1,058,682.28	60.1	5	.....	.....	.....
1879	752	1,959	349	2,329	1,947	470	61.03	36.50	1,041,040.43	68.1	5	.....	.....	.....
1880	773	1,968	377	2,344	2,063	484	57.19	35.27	1,015,882.91	73.7	5	.....	.....	.....
1881	746	2,025	392	2,354	2,119	411	56.43	35.42	1,011,729.94	71.8	4	.....	.....	.....
1882	680	2,120	349	2,432	2,144	454	60.69	35.37	1,025,322.66	69.4	10	.....	.....	.....
1883	617	2,213	316	2,503	2,183	470	63.44	35.94	1,056,268.25	68.0	9	.....	.....	.....
1884	566	2,301	307	2,532	2,325	460	67.36	36.52	1,094,580.61	60.3	9	.....	.....	.....
1885	562	2,347	307	2,596	2,347	485	69.17	37.21	1,130,863.35	63.6	17	15	153	23
1886	546	2,442	346	2,625	2,463	395	69.15	37.64	1,166,879.13	62.9	23	25	253	47
1887	561	2,477	346	2,670	2,482	419	69.89	37.97	1,188,056.04	66.3	15	20	166	42
1888	533	2,559	343	2,730	2,654	378	68.82	38.50	1,227,412.60	69.4	21	25	296	66
1889	493	2,629	327	2,783	2,677	398	73.50	38.52	1,264,061.02	69.6	6	19	194	33

Teachers' Meetings.—This report covers the time from January 1, to August 31, 1888 :

Place.	Date.	School Officers.	Teachers.	Attendance.
East Lyme [Niantic],	July 3-19, 1888,		367	500
East Windsor (Warehouse Point),	January 17, 1888,	4	18	45
(Broad Brook),	February 28, 1888,	2	25	70
Huntington (Shelton),	April 13, 1888,	5	66	95
New Britain,	March 2, 1888,	2	73	235
Simsbury,	February 21, 1888,	4	28	55

Number of educational meetings reported in year Sept. 1, 1887, to August 31, 1888, 35.

The teachers' Meeting or Summer School at Niantic, July 3d-19th, was largely attended and was useful to teachers.

The subjects and instructors are given below :

Arithmetic,—Mr. G. I. Aldrich, Quincy, Mass.,—7 lessons.

Miss H. F. Page, New Britain, Conn.,—class exercises every day.

Botany,—Mr. Geo. H. Tracy, Bristol,—6 lessons.

Mr. J. B. Welch, Pittsfield, Mass.,—4 lessons.

Connecticut,—Geology of, Mr. B. F. Koons, Mansfield,—5 lessons.

Geography of, Mr. J. A. Graves, Hartford,—3 lessons.

Drawing,—Miss M. G. Fenn, New Britain,—10 lessons.

Miss Ada B. Hyde, New Haven,—5 lessons.

Miss W. B. Hintz, Boston,—5 lessons.

Elementary Science and Physiology,—Mr. A. B. Morrill, New Britain,—12 lessons.

Geography,—Mr. I. F. Hall, Leominster, Mass.,—10 lessons.

Mr. A. E. Frye, Cambridge, Mass.,—3 lectures.

Gymnastics,—Del Sarte System, Miss M. M. McCann, New Britain,—10 lessons.

Free Gymnastics, Miss C. Evelyn Browne, Brooklyn, N. Y.,—10 lessons.

History,—Mr. W. S. Parker, Boston, Mass.,—2 lessons.

Mr. W. F. Gordy, Hartford,—3 lessons.

Miss A. E. Hills, Boston,—5 lessons.

Kindergarten,—Miss C. W. Mingins, New Britain,—Kindergarten.

Miss Fanniebelle Curtis, New Britain,—Assistant.

Daily sessions, 9 to 11. Lectures, 11 to 12.

Language and Grammar, — Miss Bessie E. Howes, New Haven, — 3 lessons.

Mr. R. C. Metcalf, Boston, — 9 lessons.

Model School, — Miss C. A. Lyle, New Britain, — Teacher.

Sessions daily, 9 to 11.

Observation Lessons in connection with Reading, Language, — Miss Belle Thomas, Normal Park, Ill.

Psychology, — Mr. M. S. Crosby, Waterbury, — 2 lectures.

Mr. S. T. Dutton, New Haven, — 2 lectures.

Mr. T. M. Balliet, Springfield, Mass., — 2 lectures.

Mr. C. F. Carroll, New Britain, — 3 lectures.

Mr. E. D. Robbins, Wethersfield, 3 lectures.

Reading, — Mr. R. G. Hibbard, New Britain, — 9 lessons.

Miss H. F. Page, New Britain, — class exercises.

Mr. N. L. Bishop, Norwich (Phonics), 3 lessons.

Temperance Physiology, — Mr. A. P. Somes, Danielsonville, — 5 lessons.

Vocal Music, — Mr. L. B. Marshall, Boston, Mass., — 10 lessons.

Writing, — Mr. C. F. Carroll, New Britain, — 10 lessons.

Miss E. W. Todd, New Haven, — Assistant.

There were morning and evening lectures as follows :

The School Club. — Mr. W. C. Bates, Canton, Mass.

Schools of Fifty Years Ago, — Mr. F. F. Barrows, Hartford.

The Blair Bill, — Mr. A. P. Marble, Worcester, Mass.

Indian and Negro Education, — Gen. S. C. Armstrong, Hampton, Va.

Some Things that should not be Forgotten, — Mr. T. B. Stockwell, Providence, R. I.

Reading, — Prof. R. G. Hibbard, New Britain.

Legal Rights and Duties of Teachers, — Mr. J. J. Jennings, Bristol.

Industrial Training, — Dr. H. T. Fuller, Worcester, Mass.

Town System of Managing Schools, — Mr. J. W. Patterson, Concord, N. H.

Other lecturers were :

Mr. M. A. Warren, Greenwich. Mr. Henry Holt, Boston.

Mr. S. T. Dutton, New Haven. Mr. C. F. Carroll.

Mr. W. S. Parker, Boston. Mr. Giles Potter.

The following towns were represented :

Hartford County.

Hartford, 16.	Glastonbury, 2.	Rocky Hill, 1.
Bristol, 5.	Hartland, 2.	Southington, 7.
Canton, 2.	Manchester, 3.	Suffield, 2.
East Hartford, 2.	New Britain, 13.	Wethersfield, 1.
East Windsor, 1.	Newington, 1.	Total, 60.
Enfield, 1.	Plainville, 1.	

New Haven County.

New Haven City,	Derby, 4.	Southbury, 1.
" Westv'le, } 30.	Guilford, 2.	Waterbury,
" South, }	Madison, 1.	" Center, } 7.
Branford, 6.	Meriden, 4.	Total, 58.
Cheshire, 2.	Milford, 1.	

New London County.

New London, 11.	Franklin, 1.	Salem, 1.
Norwich Town,	Groton, 5.	Sprague, 3.
" Central, }	Lebanon, 1.	Stonington, 9.
" W. Chelsea, } 24	Ledyard, 2.	Waterford, 3.
" other Dist's, }	Lyme, 6.	Total, 84.
Colchester, 6.	North Stonington, 5.	
East Lyme, 3.	Preston, 4.	

Fairfield County.

Bridgeport, 1.	Greenwich, 2.	Stamford, 13.
Danbury, 3.	Huntington, 4.	Stratford, 1.
Bethel, 2.	Norwalk, 2.	Total, 34.
Darien, 1.	Redding, 2.	
Fairfield, 2.	Ridgefield, 1.	

Windham County.

Brooklyn, 2.	Putnam, 3.	Woodstock, 4.
Eastford, 1.	Scotland, 3.	Total, 29.
Killingly, 6.	Sterling, 1.	
Plainfield, 2.	Windham, 7.	

Litchfield County.

Litchfield, 3.	Plymouth, 1.	Winchester, 3.
Cornwall, 1.	Sharon, 1.	Total, 15.
Goshen, 1.	Thomaston, 1.	
Norfolk, 1.	Torrington, 3.	

Middlesex County.

Middletown,	Durham, 1.	Saybrook, 1.
" City, } 6.	Essex, 6.	Westbrook, 1.
Haddam, 2.	Portland, 2.	Total, 19.

Tolland County.

Andover, 1.	Mansfield, 2.	Total, 11.
Columbia, 2.	Stafford, 2.	
Hebron, 2.	Vernon, 2.	

The following States were represented:

<i>Massachusetts.</i>	<i>Rhode Island.</i>	<i>New Jersey.</i>
Pepperill, 1.	Woonsocket, 1.	Bloomfield, 1.
Boston, 13.	Westerly, 2. — 3.	Jersey City, 1. — 2.
Montague, 2.	<i>New Hampshire.</i>	<i>Ohio.</i>
Canton, 1.	Canterbury, 1.	Cincinnati, 3.
Springfield, 2.		New Lyme, 1. — 4.
Thorndyke, 1.	<i>Maine.</i>	
Leominster, 5.	Lewiston, 1.	<i>Michigan.</i>
Brookline, 1.		Detroit, 1.
Cambridge, 1.	<i>New York.</i>	
North Adams, 2.	Yonkers, 3.	<i>Illinois.</i>
New Bedford, 1.	Madrid, 1.	Normal Park, 1.
Worcester, 1.	Tarrytown, 3.	
Williamsburg, 1.	Brooklyn, 3.	<i>Minnesota.</i>
Gloucester, 1.	New York, 1. — 11.	Moorehead, 1.
Dedham, 1.		<i>Virginia.</i>
Monson, 1. — 35.		Hampton, 7.
		Total, 67.

Below will be found a summary :

	Hartford Co.	New Haven Co.	New London Co.	Fairfield Co.	Windham Co.	Litchfield Co.	Middlesex Co.	Tolland Co.	TOTAL.	Massachusetts.	Rhode Island.	New Hampshire.	Maine.	New York.	New Jersey.	Ohio.	Michigan.	Illinois.	Minnesota.	Virginia.	Other States.	TOTAL.
Number,	60	58	84	34	29	15	19	11	310	35	3	1	1	11	2	4	1	1	1	7	67	377

	No. of towns represented.	Number attending.		No. of towns represented.	Number attending.
Hartford County,.....	16	60	Litchfield County,....	9	15
New Haven ".....	10	58	Middlesex ".....	7	19
New London ".....	15	84	Tolland ".....	6	11
Fairfield ".....	12	34			
Windham ".....	9	29	The State,.....	84	310

State Examinations.—This record covers the period from January 1, 1888, to August 31, 1888. The places of examination and number of candidates are given below.

Hartford, 25.	Willimantic, 2.	Ellington, 2.
New Britain, 103.	Bridgeport, 3.	Thompsonville, 1.
Winsted, 2.	New Haven, 4.	New London, 1.
Danbury, 1.	Norwich, 10.	New Canaan, 10.
Ansonia, 1.	Meriden, 4.	Stamford, 2. — 194.
Middletown, 11.	South Norwalk, 5.	
Rockville, 4.	Waterbury, 3.	

Number examined as reported in

1885.	1886.	1887.	1888.	1889.	Total.
153.	253.	166.	296.	194.	1,062.

Some of the above were partial examinations to complete previous work.

The number examined in each study, and the number of passes and failures, was as follows :

	Examined.	Passed.	Failed.	Per cent. of Passes.
Reading, . .	140	77	63	55
Writing, . .	168	83	85	49
Spelling, . .	176	132	44	75
Arithmetic, . .	177	131	46	74
Grammar, . .	165	102	63	72
Geography, . .	156	85	71	54
United States History,	120	61	59	50
Physiology, . .	163	97	66	59

The number of certificates granted was 33.

The following persons now hold State Certificates :

Abbott, Lizzie E., Waterbury.	Callahan, Kittie A., Hartford.
Abernethy, S. Emir, Windsor.	Callen, Mary A., Plainville.
Adams, Bertha M., Bristol.	Cartwright, Emma L., New Britain.
Alford, Addie L., Willimantic.	Case, J. Etta, New Britain.
Allen, Bertha, Norwalk.	Chapin, Jennie E., New Britain.
Andrews, A. Gertrude, Bristol.	Chapman, Esther St. J., Westport.
Andrews, Jennie, Bethel.	Chase, E. Helena, Rocky Hill.
Arms, Millie, Bristol.	Clark, Walter E., Chaplin.
Backus, Belle F., New Haven.	Cobey, Lucy E., East Berlin.
Baldwin, Eliza, Stratford.	Coleman, Mary E., Wethersfield.
Bancroft, Lottie L., Windsorville.	Cooke, Louise P., West Winsted.
Barnum, Laura C., South Kent.	Covell, Jane C., Talcottville.
Barnum, Mary E., South Kent.	Cunningham, Carrie A., Mystic Bridge.
Bell, Grace L., New Haven.	Curtis, Ella M., Hartford.
Bidwell, Clara E., Middletown.	Curtis, Frederick A., Stratford.
Bigelow, Julia E., Newington Junction.	Cushman, Florence A., Windsor.
Bingham, Alice E., Riverton.	Day, Ella M., Hadlyme.
Birge, Alice E., Torrington.	Devine, Thos. F., Thompsonville.
Brockway, Bertha L., Middletown.	Egan, Katharine, Waterbury.
Brown, Bertha C., South Norwalk.	Fennelly, Eleanor, Birmingham.
Brown, Emma F., Plainville.	Filer, Emma R., Warehouse Point.
Bulkley, Annie, Ellington.	Finley, Nellie E., Bolton.
Buckley, Flora E., Meriden.	Finley, Lettie I., Glastonbury.
Burns, Margaret E., Norwich.	Fish, Emma W., Bristol.
Burke, Rosella, Rockville.	Fitzpatrick, Charlotte V., Portland.
Cadwell, G. A., Southington.	Fitzpatrick, Mary A., Portland.

- Flynn, Lizzie D., Hartford.
 Fordham, Ida E., Essex.
 Foster, Edith C., Talcottville.
 Francis, Mary R., Elmwood.
 Gallup, Carrie A., Baltic.
 Gilman, Addie T., Winsted.
 Gilman, Mattie J., New Canaan.
 Gladwin, Carrie L., Hartford.
 Goodenough, Mary A., Winchester.
 Goodrich, Mary E., New Britain.
 Griswold, Lottie L., Terryville.
 Hanna, Lizzie J., New Britain.
 Hart, Anna S., New Britain.
 Hart, Ida J., Woodbury.
 Hewitt, Ruth A., Parkville.
 Hill, Sarah M., Redding.
 Hinchliffe, Mary E., Windsor.
 Hollister, Florence J., So. Glastonbury.
 Hollister, Carrie E., Hartford.
 Holton, Mary H., Rockville.
 Hopkins, Fred. A., Killingly.
 Hoskins, Helen F., Hartford.
 Hotchkiss, Emma D., Westville.
 Howe, Ada E., Thompsonville.
 Howe, Annie I., Glastonbury.
 Hubbell, Hattie L., Birmingham.
 Hubbell, Jessie L., Bristol.
 Hutchins, Annie L., Hartford.
 Isham, Caspar, Stamford.
 Jennings, Emma, New Fairfield.
 Johnson, Hattie L., Bolton.
 Judson, Maria, Stratford.
 Kyle, Annie D., Ridgefield.
 Kalkhoff, Lillie, Middletown.
 Keenan, Katie, Norwich.
 King, Anna S., Thompsonville.
 Klinger, Bertha H., Hartford.
 Lane, H. Edgar, Killingworth.
 Leary, Margaret J., Scitico.
 LeVere, Edith, Stamford.
 Lillis, Ella, Sandy Hook.
 Lounsbury, Annie, Hartford.
 Lounsbury, Jennie S., Hartford.
 Mahler, Alice C., Waterbury.
 McArdle, Mary H., New Britain.
 McMahon, Margaret C., New Britain.
 Mead, Sarah M., Greenwich.
 Mitchell, Lillie A., Parkville.
 Morse, Minnie G., Northfield.
 Mott, S. Minnie, New Haven.
 Munger, Harriet, East River.
 Nettleton, Mary W., Wash'gton Depot.
 O'Dell, Margaret J., New Britain.
 O'Keefe, Anastatia, Norwich.
 Parker, Hattie I., Yalesville.
 Pasco, Lena A., East Berlin.
 Pease, Arthur C., Ellington.
 Pease, Lulu J., Windsor Locks.
 Peck, Julia F., Groton.
 Pember, Ella M., Meriden.
 Pender, Addie R., Southington.
 Perkins, Fannie M., Hartford.
 Perkins, Katherine, Winsted.
 Phippeny, Emma L., Bristol.
 Randall, Elmer E., Hazardville.
 Randall, Mary A., Colchester.
 Raymond, Anna D., Westchester.
 Raymond, Maggie L., New Canaan.
 Rexford, Mary C., Winsted.
 Richmond, Annette B., Seymour.
 Ricker, Georgia A., Mystic River.
 Rile, M. Emily, Rowayton.
 Robertson, Maria L., No. Manchester.
 Rockwell, Anna G., East Windsor Hill.
 Roemer, Ernestine W., Enfield.
 Rossberg, Louise B., New Britain.
 Sage, Emeda, Cromwell.
 Sarvent, Emily M., Andover.
 Savage, Julia S., Ivoryton.
 Sawyer, Lucy H., Enfield.
 Schwab, Emma N., Hartford.
 Scranton, Nellie T., Madison.
 Seymour, Carrie L., Hartford.
 Seaver, Cora J., Hartford.
 Sheldon, Marian A., New Britain.
 Smith, Mary B., Litchfield.
 Smith, Mary L., Saugatuck.
 Snow, Abbie J., Seymour.
 Snow, Emma E., New Britain.
 Sparks, Edith M., New Britain.
 Standish, Minnie S., Wethersfield.
 Stillson, Iva M., South Norwalk.
 Stocking, Ethel, Gildersleeve.
 Stone, Hattie M., New Hartford.
 Stuhrman, Minnie L., Southington.
 Tate, Rebecca L., Windsor Locks.
 Thompson, Minnie A., Warehouse Point.

Todd, Edith W., New Haven.
 Vinton, Rose, East Hartford.
 Wadhams, Julia E., Goshen.
 Waters, Minnie J., Andover.
 Watrous, Lyman J., Litchfield.
 Vaughn, Jennie M., Broadbrook.
 Welch, Margaret A., Vernon.
 Wheedon, Jennie M., Madison.
 Wheeler, Sadie M., New Britain.

Whitman, Henry C., West Hartford.
 Whitworth, Adella F., Hanover.
 Williams, Jennie M., East Hartford.
 Williams, Margaret A., Rocky Hill.
 Wingood, Fannie E., Guilford.
 Wolff, Annie F., New Britain.
 Woodruff, Lucy M., Elmwood.
 Woodward, Mary I., East Killingly

SCHOOLS.

Summary of Statistics for 1887-8.

Number of towns in the State,	167
Number of school districts in the State,	1,423
Number of public schools,	1,624
Decrease for the year,	4
Number of departments in public schools,	2,921
Increase for the year,	18
Average length of public schools,	179.08 days.
Decrease for the year,	1.10 days.
Number of schools of two departments,	145
Number of schools of three departments,	43
Number of schools of four departments,	45
Number of schools of five departments,	20
Number of schools of six or more departments,	108
Number of public High Schools,	25
Whole number of graded schools,	361
Number of evening schools,	33

Below will be found a summary for years 1866 to 1888, inclusive :

Report of	Av. Length.	No. Districts.	No. Public Schools.	No. of Departments.	No. of Graded Schools.	Evening Schools.
1866	175.00	1,623	1,662	1,991	186	..
1867	164.50	1,609	1,651	2,051	187	..
1868	164.50	1,590	1,645	2,066	189	..
1869	163.05	1,572	1,640	2,140	203	..
1870	161.75	1,570	1,647	2,213	217	..
1871	168.51	1,555	1,644	2,248	217	..
1872	172.41	1,535	1,630	2,290	225	..
1873	173.34	1,521	1,638	2,348	232	..
1874	174.18	1,502	1,648	2,405	236	..
1875	176.29	1,495	1,642	2,458	260	..
1876	176.26	1,506	1,650	2,499	264	..
1877	178.14	1,493	1,628	2,499	270	..
1878	177.52	1,487	1,629	2,530	277	..
1879	178.47	1,500	1,647	2,564	286	..
1880	178.60	1,498	1,638	2,571	300	..
1881	179.02	1,473	1,630	2,594	308	..
1882	179.98	1,471	1,634	2,627	314	..
1883	179.66	1,447	1,628	2,649	313	..
1884	178.77	1,447	1,634	2,735	320	26
1885	179.55	1,447	1,639	2,779	338	23
1886	179.18	1,441	1,633	2,837	339	29
1887	179.74	1,447	1,631	2,860	354	31
1888	180.18	1,424	1,628	2,903	361	26
1889	179.08	1,423	1,624	2,921	361	33

Private Schools—Whole number of private schools reported, 152.

No. of grade of High School, 44.

No. of teachers in schools of grade of High School, 131.

No. of schools below High School grade, 108.

No. of teachers in schools below High School grade, 359.

Whole number of teachers in private schools, 490.

Whole number of scholars in private schools, 17,179.

No. in private schools corresponding to High Schools, 1,877.

No. of schools that applied for registers, 61.

No. of schools that made returns, 43.

Length of Schools.—Schools graded and ungraded, in the city and country, are open on an average of 179 days in the year. 360 schools are open from 120 to 150 days, and 160 schools are open 120 days or less. The schools in which one-third of the children of the State obtain their education are open not more than 150 days. The inequality existing in different towns and in different parts of the same town is a monstrous wrong. The result can

be seen by examining the tables, but more directly by examining the schools. Children within one area, on one side of an arbitrary line, can go to school 120 days or less. Children in another area, on the other side of this arbitrary line, can go to school 180 days or more. It seems incredible that such a wrong is tolerated where education is valued, and where the remedy is easy.

The following table shows the number of schools open 120 and 150 days, respectively, in the several counties :

	Hartford.	New Haven.	New London.	Fairfield.	Windham.	Litchfield.	Middlesex.	Tolland.	Total.
Number open 24 weeks or less,	9	12	55	2	34	20	5	23	160
Number open 24 to 30 weeks,	26	36	84	9	64	59	24	58	360

Evening Schools.—The following table gives in detail the condition of evening schools :

EVENING SCHOOLS.

TOWN.	No. of Schools.	No. of Sessions.	RECEIPTS.				EXPENSES.					REGISTRATION.			ATTEND.			TEACHERS.			SCHOOLS HELD.		
			Received from State Appropria- tion.	Town Treasury.	Other Sources.	Total.	Teachers' Wages.	Fuel and Incidentals.	Rent.	Other Objects.	Total.	No. under 14.	No. over 14.	Whole No.	Av. attend.		No.	Average Wages.		Months.	Days.	Hours.	
															Av. under 14.	Av. over 14.		Male.	Female.				Male.	Female.
Bridgeport,...	251		\$49.50	\$130.24	.. ....	\$179.74	\$154.00	\$25.74	.....	.....	\$179.74	..	97	97	33	1	1	\$2.00	pr. eve.	Nov.-Feb.	Mon., Tu., Thur., Fri.	7-9	
Hartford,	359		286.50	2,058.87	\$225.00	2,570.37	1,910.00	460.37	\$200.00	.....	2,570.37	25	613	638	8	191	7	.....	.....	Nov.-March.	M., Tu., W., Thur., Fri.	7-9	
Meriden,	650		153.00	945.14	.....	1,098.14	685.00	198.63	.....	\$214.51	1,098.14	6	194	200	2	102	3	2.50	per eve.	Oct.-Feb.	Mon., Wed., Fri.	7-9	
New Britain, ..	462		97.50	611.28	.....	708.78	535.50	173.28	.....	.....	708.78	42	182	224	13	65	2	1.33	"	Nov.-Jan.	M., Tu., W., Thur., Fri.	7-9	
New Haven, ..	867		276.00	*2,129.50	.....	2,405.50	1,865.50	281.50	.....	258.50	2,405.50	..	752	752	..	184	15	1	1.90	"	Oct.-Feb.	M., Tu., W., Thur., Fri.	7-9
Putnam,	170		94.50	261.52	.....	356.02	290.00	66.02	.....	.....	356.02	..	185	185	..	63	4	..	1.25	"	Oct.-Feb.	Mo., Tu., Thur., Fri.	7 30-9
Stamford,	150		85.50	149.50	.....	235.00	200.00	35.00	.....	.....	235.00	..	93	93	..	57	1	1	3.00	"	Nov.-March.	Mo., Tu., Thur.	7-10
Thompson,	250		55.50	.....	.....	55.50	55.50	.....	.....	.....	55.50	..	52	52	..	37	1	1	.....	.....	Dec.-Feb.	Mo., Tu., Thur.	7-9
Waterbury,	554		157.50	*723.59	.....	881.09	573.72	183.77	.....	123.60	881.09	..	232	232	..	105	2	5	2.00	"	Nov.-March.	Mon., Tu., Wed., Thur.	7-9
Winchester, ...	195		28.50	271.50	.....	300.00	300.00	.....	.....	.....	300.00	..	28	28	..	19	1	.....	.....	Nov.-March.	M., Tu., W., Thur., Fri.	7.15-10	
10 Towns. ... 33			\$1,284.00	\$7,281.14	\$225.00	\$8,790.14	\$6,569.22	\$1,424.31	\$200.00	\$596.61	\$8,790.14	73	2,428	2,501	23	856	37	24	.....	.....	.....	.....	.....

* District Treasury.

The number of evening schools has increased from 26 to 33.

The expense to the State was \$1,284.

The number over fourteen on the registers was 2,428. 613 of these were in Hartford, and 752 in New Haven. The average attendance, upon which the State grant is based, was 191 in the former, and 184 in the latter, and 856 in the State. This is less by 100 than last year.

Text Book of Physiology.—Under the law, Section 2100, General Statutes, books have been distributed as follows:

TOWNS.	No. of Books.	No. of Sets of Dia-grams.	TOWNS.	No. of Books.	No. of Sets of Dia-grams.
Avon,.....	30	1	Canterbury,.....	10	1
Berlin,.....	20		Scotland,.....	12	
East Granby,.....	25		Sterling,.....	1	
Farmington,.....	18		Total,.....	23	
Glastonbury,.....	20		Canaan,.....	50	
Manchester,.....			Harwinton,.....	25	
New Britain,.....	50		Thomaston,.....	100	
Rocky Hill,.....			Washington,.....	12	
South Windsor,.....	120		Watertown,.....	36	
Suffield,.....	83		Total,.....	223	
West Hartford,.....	20	2	Middletown,.....	25	5
Total,.....	386	11	Haddam,.....	100	
Cheshire,.....	30	25	Cromwell,.....	70	2
Derby,.....	700		Portland,.....	85	
Meriden,.....	50		Westbrook,.....	5	7
Orange,.....	100		Total,.....	285	
Oxford,.....	25		Andover,.....	20	2
Seymour,.....	50		Coventry,.....	14	
Wolcott,.....	25		Somers,.....	6	
Total,.....	980	25	Vernon,.....		1
Norwich Town,.....	15	3	Total,.....	40	3
East Lyme,.....	25		Hartford,.....	386	11
Groton,.....	50		New Haven,.....	980	25
Lisbon,.....	12		New London,.....	114	3
Stonington,.....	12		Fairfield,.....	575	9
Total,.....	114	3	Windham,.....	23	1
Bridgeport,.....	425	9	Litchfield,.....	223	1
Danbury,.....	100		Middlesex,.....	285	7
Stratford,.....	50		Tolland,.....	40	3
Total,.....	575	9	The State,.....	2,626	60

Arbor Day. — In April the following proclamation was issued : —

In compliance with the law of this Commonwealth, I hereby appoint Friday, May fourth as Arbor Day. I recommend to the people of this State that, so far as their vocations will permit, they spend at least a portion of that day in planting trees along the highways and in all public places where tree or shrub will lend beauty to the scene or give pleasure or comfort to the passer-by. And I earnestly ask all teachers in the State to give suitable instruction on that day in the subject of forestry, and to so direct the exercises of the schools that the children may carry with them into active life the beautiful sentiment and the practical truth that "The groves were God's first temples," and that they are still the indispensable means through which He ordains many blessings to man.

PHINEAS C. LOUNSBURY.

The designated day was observed in 432 districts.

NORMAL SCHOOL.

The work of the Normal School has been carried on in the usual way during the past year. From all parts of the State there have been many marks of confidence and good will. There are more connected with the school than last year, the total registration being 319. Ninety towns were represented as follows : —

Andover, 1.	Durham, 4.	Killingly, 2.
Avon, 1.	East Haddam, 1.	Lebanon, 1.
Berlin, 5.	East Hartford, 4.	Ledyard, 1.
Bloomfield, 2.	East Windsor, 7.	Litchfield, 1.
Bolton, 1.	Ellington, 1.	Lyme, 2.
Bridgeport, 2.	Enfield, 2.	Madison, 2.
Bristol, 12.	Essex, 4.	Manchester, 8.
Canaan, 2.	Farmington, 1.	Mansfield, 2.
Canterbury, 1.	Franklin, 1.	Meriden, 14.
Chaplin, 2.	Groton, 1.	Middlefield, 2.
Chatham, 3.	Guilford, 1.	Middletown, 4.
Cheshire, 1.	Haddam, 2.	Milford, 1.
Chester, 2.	Hamden, 1.	Morris, 1.
Colchester, 1.	Hartford, 28.	New Britain, 29.
Columbia, 1.	Hebron, 2.	New Canaan, 1.
Coventry, 1.	Huntington, 1.	New Hartford, 4.
Derby, 5.	Kent, 1.	New Haven, 8.

Newington, 3.	Saybrook, 4.	Wallingford, 4.
Newtown, 3.	Seymour, 2.	Washington, 4.
Norwalk, 7.	Sharon, 2.	Waterbury, 10.
Norwich, 3.	Southington, 2.	Watertown, 3.
Old Lyme, 1.	South Windsor, 1.	Westbrook, 2.
Orange, 1.	Sprague 2.	West Hartford, 2.
Plainfield, 1.	Stamford, 4.	Westport, 1.
Plainville, 2.	Stonington, 2.	Wethersfield, 8.
Plymouth, 3.	Stratford, 2.	Winchester, 4.
Portland, 5.	Suffield, 5.	Windham, 1.
Putnam, 2.	Thompson, 1.	Windsor, 1.
Redding, 1.	Torrington, 2.	Windsor Locks, 9.
Rocky Hill, 1.	Vernon, 2.	Woodstock, 1.

Towns, 90.

The following table shows the number connected with the school in most of the years since its organization :

Year.	Whole number enrolled dur- ing the year.	Senior.*	Middle.	Junior.	Ent.	Inst.	NUMBER OF GRADUATES.		
							Jan.	June.	Total.
1850-1	154	....	....	....	....	....	....	....	5
1851-2	182	....	....	....	....	....	....	....	2
1852-3	183	....	....	....	....	....	....	....	15
1853-4	238	35	101	102	....	....	....	....	19
1854-5	298	49	87	158	....	....	....	....	29
1855-6	359	56	124	179	....	....	....	....	24
1856-7	287	47	89	151	....	....	....	....	17
1857-8	269	37	89	143	....	....	....	....	10
1858-9	266	32	67	167	....	....	....	....	17
1859-60	228	41	55	132	....	....	....	....	19
1860-1	164	37	53	74	....	....	....	....	12
1861-2	175	27	50	92	....	....	....	....	11
1862-3	168	31	47	90	....	....	....	....	19
1863-4	190	39	49	102	....	....	....	....	15
1864-5	138	31	52	56	....	....	....	....	12
1865-6	....	....	....	....	....	....	....	....	19
1866-7	....	....	....	....	....	....	....	....	14
1867-8	....	....	....	....	....	....	....	....	....
1868-9	....	....	....	....	....	....	....	....	....
1869-70	132	....	31	55	....	37	....	....	9
1870-1	148	....	18	72	....	18	....	....	24
1871-2	149	26	12	34	61	16	....	....	26
1872-3	144	35	21	26	62	....	11	24	35
1873-4	180	43	25	45	67	....	16	27	43
1874-5	....	....	....	....	....	....	22	28	50
1875-6	140	....	39	16	44	....	15	26	41
1876-7	127	....	31	15	37	....	11	25	36
1877-8	140	....	41	21	49	....	9	16	25
1878-9	132	....	28	17	44	....	12	25	37
1879-80	150	....	38	29	55	....	13	15	28
1880-1	150	....	43	19	40	....	20	25	45
1881-2	135	....	33	23	40	....	16	23	39
1882-3	162	16	13	20	58	....	16	23	39
1883-4	216	14	38	27	107	....	14	16	30
1884-5	260	26	32	45	116	....	11	25	36
1885-6	266	29	45	51	112	....	19	24	43
1886-7	285	19	41	46	113	....	17	43	60
1887-8	319	37	49	75	145	....	11	47	58

That the school is rendering useful service to the State is seen by the fact that, since 1883, 218 persons have graduated. Of these, 204 are now teaching in the public schools of the State.

In the appendix, on pages 319 to 331, will be found the course of study, present requirements of admission, and list of students.

The entering class, numbering 145, is the largest for twenty years. Below will be found a table giving the occupation of the parents or guardians of this class:

Blacksmith, 2.	Iron Molder, 4.	Printer, 2.
Butcher, 1.	Joiner, 2.	Retired, 4.
Carpenter, 5.	Laborer, 4.	Road Master, 1.
Clerk, 1.	Machinist, 6.	Seamstress, 1.
Coal Operator, 1.	Manufacturer, 4.	Sheriff, 1.
Coachman, 1.	Marble Worker, 1.	Solderer, 1.
Commercial Traveler, 1.	Master Mechanic, 1.	Stone Mason, 4. •
Dentist, 2.	Mechanic, 12.	Switchman, 1.
Engineer, 1.	Merchant, 11.	Tailor, 1.
Farmer, 46.	Milkman, 1.	Teacher, 1.
Grocer, 1.	Miller, 1.	Tinsmith, 1.
Ice Dealer, 1.	Missionary, 1.	Watchman, 4.
Insurance Agent, 1.	Painter, 4. •	Live with mother, 23.

The school has already done much to call attention to and improve primary education. The teachers who have graduated, although sometimes inclined to imitate rather than to teach independently, always understand that their prime duty is to guide and train children. They follow a plan and make preparation for lessons.

The number of students connected with the institution in the year 1882-3 was 162. In the year 1883-4 it increased to 216, and in 1887-8 to 319.

The number of graduates in the year 1882-3 was 39. The number in the year 1886-7 was 60, and in 1887-8 it was 58. Within the six years included in the above statement, there has been an increase in the membership of the institution of 157, a number which is sufficient of itself to make a normal school of the ordinary size.

It will be seen that in the year 1855-6 there were 359 scholars. The course at this time was short, and the num-

ber who remained for a brief period was large, as will be seen by the number of graduates. Subsequently the number fell to 37 in 1865, and the school itself was abolished in 1867. From 1869 until 1883 there was not much change. The rapid increase within the last six years cannot be accounted for except by an increased interest in and a desire for the training which the school can proffer. It is a very hopeful sign for the common schools of this State that 15 per cent. of those who enter the public schools for the first time are, in a measure, equipped for their work. A larger proportion might be prepared.

It is interesting to note that the character of the school has changed within the six years above mentioned. Formerly the education was mainly academic. This was valuable, but did not test skill in teaching. To supply this deficiency has been the aim of those who have directed the school. There are now two departments, in some measure distinct, but each essential to the other. The first is the training department, consisting of practice schools of all grades. The second is the normal department, supplying in some measure an education, but in particular furnishing the principles applicable to and regulating the teaching in the practice schools. These departments do not operate independently. Teachers in one are teachers in the other, and training in one accompanies training in the other. The union has infused vigor into the school, and doubtless is the cause of the growth which we have noted. The coördination of these departments results in skill and interest in the management of children, as well as a sufficient education.

Those who entered the school have to a greater degree than ever before remained. A smaller number have been dropped on account of defective scholarship, or from other causes.

One common cause of severing connection with the school is lack of means. To many capable students even the small expense of the school is intolerable. In every New England State except Connecticut some method of assisting meritorious persons is provided.

In the summer of 1888 examinations for entrance were held in one or two places in every county. More than 100 applicants for admission presented themselves, and 145 entered the school in the Fall.

If the work of the Normal School is satisfactory, and if the present classes, or larger numbers, are to be prepared to teach, additional facilities must be provided. The school is likely to be rather larger than smaller unless special means are taken to limit the number admitted. In the report of last year, page 64, it was held that such a limitation of numbers was not desirable.

This building, erected in 1882-3, was intended to accommodate no more than 150 scholars, divided into four classes. There are now four classes, but reciting in eight divisions, each division being larger than the former classes. There are not enough rooms for recitation and study, and there is confusion and loss of time. This condition of things is not remediable in the present building. If the rooms, four in number, now given to the kindergarten and model schools, be taken for recitation rooms, there would still be insufficient room for recitations. Moreover, the library has entirely outgrown its present contracted room. It is no longer used as a reading and consultation room, and no more books can be placed upon its shelves. Frequent use of the gymnasium and workshop must be denied. In fine, every department is crippled, every teacher works at a disadvantage, every student is losing a part of what might be obtained, and the schools of the State and the children are ultimately the losers.

A second imperative need is more practice schools. The school cannot continue its work unless these schools are secured. The art of teaching can be taught only by observation and practice, and this observation and practice can only be gained in such schools.

The Normal School is a particular kind of institution, and the views which we take of the proper nature of its work must be corollaries from the views which we hold respecting education in general. The foundations of the normal

school are in the common school, because the normal school exists to train teachers for the common schools. The education received at the normal school is not distinct from common school education, but is a development of it for a special purpose.

It follows that all phases of common school work should be here illustrated. The practice school should contain all the common school classes, and there should be ungraded schools. Teachers profess to be able to manage and instruct, and they are to some degree credited with being able to do this by the public. The question is, whether they are thus able to teach and to manage.

It has been urged, but never it is believed sincerely, that in practice schools children are the subjects of experiment. Such a condition is not true of the model schools of this institution. The children are not left to the direction of novices. Every part of the work is planned and carefully supervised. The testimony is competent and ample that teaching by the students in these practice schools is superior to the average teaching in the common schools. They are never allowed to gain skill at the expense of the children. They observe and practice under skillful direction until they can be trusted to teach independently; if they do not show some ability, they cannot remain.

As has been suggested, the very important and difficult practical question is, what sort of education shall be required of those who are to be trained to teach in our public schools? Viewing the matter from the side of the normal school, it is obviously desirable that the time of the school should not be wasted in conferring such elementary instruction as can easily be obtained elsewhere. On the other hand, it is not less desirable that the training and practice of the school shall be made accessible to all who can reasonably be expected to become good teachers through the instruction and training afforded. The inclination and policy of the faculty are to test the fitness of those who come, not so much by examination before they enter as by suitable tests in the first term. After studying branches with special reference to

teaching, if any show themselves deficient in industry or capacity they ought to be cut off, and, if possible, prevented from pursuing the vocation of teaching, for which they are plainly unfit. If incapacity does not appear until the training or practice is undertaken, certainly at this time tests should be applied which will intercept unskillful teaching before it is visited upon the children. There seems to be no other method by which fitness or unfitness to teach can be safely ascertained. If fitness is not ascertained earlier in the course, the practice schools present certain and invariable tests of teaching ability, and the normal school without them is shorn of any pretence of usefulness.

Every common school should prepare for the normal school. If elementary education were made thorough—what it might be, and what it will be in the near future—great attention need not be given to the common school studies. Those who enter should be able to read intelligently, and, if necessary, with pleasure to others; to write the English language with ease and accuracy, and with some signs of literary excellence; should have an acquaintance with the history of their own country, and particularly of their own State; should have acquired the rudiments of physical science, including therein physical geography; should have a good knowledge of elementary arithmetic, including the power to use numbers rapidly, and to reason fairly, and an acquaintance with the elements of geometry.

A scholar coming to the school thus equipped would possess in some sense a liberal education, and would be fitted to proceed at once to the professional training. Those who actually present themselves, even graduates of high schools and colleges, fall far short of any such attainments. Indeed, in every one of the branches mentioned there is a decided deficiency. The school for a year or longer is occupied in approaching this education. There is an endeavor to make this preliminary work bear upon the future work of teaching, and the course of instruction is not academic.

Good teaching is necessary to good schools, and good teaching is given only by good teachers, teachers who have

the confidence of their pupils and are worthy of that confidence. The investigation, instituted in one of the counties of this State, shows that very few schools are thoroughly taught. This is inferred, not from brief observation of the teaching, but from what the children actually know after several years of attendance upon these schools. If the voice of children were potent in school administration, out of their present suffering and neglect would proceed a demand for teachers who could give some evidence of fitness.

Below will be found the report of Mr. C. F. Carroll, the Principal of the school.

NEW BRITAIN, Conn., Jan. 15, 1889.

MR. C. D. HINE,

Secretary of the State Board of Education:

SIR, — I herewith submit my sixth annual Report.

The increase in the number of the entering class is about thirty, while the increase in the entire attendance upon the school is about seventy. The latter statement is significant as showing not only a permanent growth in all the classes, but also that students come with the intention of remaining until they complete the course.

A few years ago there was, in some quarters, a positive prejudice against Normal School graduates. This prejudice has been in great measure overcome, and (other things equal) the graduate of the Normal School is generally given the preference.

In most of the larger cities teachers are now seldom employed who have not had successful experience, or who are not Normal School graduates. It thus appears that the growth of the school is principally due to an increased demand for trained teachers. Moreover, an increasing interest has been awakened in the art of teaching. We value higher than ever before the moral value of a cheerful, skillful teacher. Improved methods of teaching have a money value to the community. By their instrumentality time is saved, pupils are more intelligent, and can better adapt themselves to daily life. In fine, more work is done in a given time, and it is done much better than heretofore.

With the increased numbers in the school come important questions in respect of management. The building is not large

enough to accomodate those now in attendance. There are seven recitation rooms, while there are nine regular and four special instructors in the Normal Department. There is not room for another desk in the study hall. Should another class, of average size, be received in the Fall it would be difficult to move about. At present the classes obstruct each other in passing to and from recitations, and time is sacrificed.

The most serious difficulty will arise in connection with the practice department. As stated in my report of last year, the present arrangements enable us to train a senior class of about thirty-five. Some of the classes, now in school, will enroll nearly twice that number when they reach the senior term. To lower the standard of training would be to sacrifice all that the school has earned by its persistent efforts to give a genuine professional training. It would follow that if the school accommodations are not enlarged the Board should exercise its right to limit the membership of the school. The membership should be reduced to two hundred. The special work is severely crippled. The workshop will accommodate no more than one-third of the number in the present classes. The same is true of the gymnasium and the modeling room. These attractive and useful additions are thus placed at a great disadvantage, just as their practical value is beginning to be generally recognized.

The practice schools occupy three rooms in the main building, and three rooms in a building rented for the purpose. The Kindergarten occupies two rooms in the morning and one in the afternoon in the main building. There is no possibility of further enlarging these departments in the present quarters.

The Course of Study.—Of the students now enrolled seventy-two have not studied Latin, fifteen have not studied algebra, and eighty-four have not studied geometry.

Latin still stands in the curriculum as an optional study, but the pressure of the regular work is so great that no pupil has asked for instruction in this branch for four years. As a substitute for and supplement to the study of Latin, instruction is given for several months in the origin and history of the English language. Teachers ought to understand the elements of algebra and geometry in order to teach intelligently. All are required to master the elements of both of these subjects before graduating. Since so many have already studied these subjects, it has been found necessary to relegate them to an extra term. Students of

good ability usually take algebra and geometry as additional studies, and are not obliged thereby to lengthen their course. Book-keeping has been dropped from the course, because the essential parts of this branch are taught in connection with arithmetic. Much more time has been given to manual work in drawing, modeling, color, carpentry, gymnastics, and kindergarten work, than heretofore. Every one of these useful arts tells upon the value of the teacher. As has been stated, the lack of room limits the amount of work that can be done in these branches. The public is ready to receive suggestions from the Normal School and from good teachers, but nothing would more surely and speedily bring criticism than to attempt to give a smattering of many things.

This instruction is in line with the life and sentiment of the day.

This State leads in fine art in manufactures, and yet has no distinctively technical schools. Other States have provided ample opportunity for such instruction, and other nations make such a training a necessity. A separate building should be erected for manual arts.

It has been the desire of the teachers to illustrate that such work can be done to the great advantage of the graduates. This has been accomplished under difficulties. These obstacles have of late so increased that it will soon be impossible to accomplish even what has been done in the past, and it appears necessary to abandon the work unless relief can be afforded.

The Course.—One-half of the pupils have attended schools of the grade of a High School. Twenty-four are taking the course in one year, and twenty-five in a year and a half. The standard reached by all graduates is, so far as English branches are concerned, substantially equivalent to that indicated by the examinations for the State certificate. Most of the later graduates have secured the State certificate. The present entering class recites in four sections. One of these sections takes but three out of the four regular subjects. One division does nearly double the prescribed work.

From these statements it will be seen that many remain in the school more than two years.

Pedagogy and psychology, in their relations to teaching, should be more fully taught, and civil government should receive atten-

tion. Much of the instruction, here referred to, can be given in the form of lectures. It would be comparatively easy to take this last step in making the school a genuine professional institution. All these additions to the course, technical and professional, tend to lengthen the time required to complete the course. The number of those now seeking admission, and the demand for skillful teachers in all grades of schools, seems to warrant some change in this direction.

One of the most serious obstacles to a larger professional training is found in the fact that the senior class must go out of New Britain to find schools for observation and training, and hence is unable to meet regularly as a class for many weeks of the last session. An advanced course in pedagogy cannot be given to advantage before classes reach the senior term. The narrow policy of the school authorities of New Britain is adding to the expenses of the school and State, as is shown by this, one of several instances where money and time are constantly sacrificed to ignorance.

Practice Department. — Since the last report was presented one new room has been added, and an afternoon school, made up of children who attend the Kindergarten in the morning, has been organized. Altogether there are six model school-rooms, not including the two Kindergarten rooms. In addition there are four school-rooms outside of New Britain, now used as practice schools.

The afternoon school mentioned above is taught by the Kindergarten teachers, and will do the full work of the primary grade of the first year.

The Kindergarten numbers nearly ninety children. Twelve young ladies are receiving the training in this department.

The influence of the Kindergarten is felt through all the other schools. It is the natural feeder to the model schools, and the number can be largely increased. Its spirit and methods render all teaching more effective. Some proof of this statement may be seen in the rapid and thorough progress made by pupils who have had Kindergarten training.

It has sometimes been assumed that pupils must make slow progress because of the study of things and of the oral drill upon every subject presented in the Kindergarten and the model schools. A careful examination clearly shows the fact that the youngest pupils in every class are those who have been longest

under our care. Moreover, those who have more recently entered the schools lack both logical power and the habit of concentration upon any subject that requires thought.

It would appear that those children who have had several years' training in such schools will be ready for the high school much sooner than is the rule in other schools. This last statement is made upon an examination of the classes now preparing for high schools in four large towns and cities. These schools are rated as good schools, but have very little work that could be called the study of things in their lower grades. In the schools referred to children are ready for the high school at about fifteen and one-half years of age. Pupils can be saved at least two years if they are well taught.

Graduates. — The graduates of the school, excepting those who have married, are all teaching. This is the best commentary that could be made on the usefulness of the school. It shows that the training creates a real love for teaching. Otherwise some would, in time, take up other occupations. Such an instance has never been known since the practice department was added. The demand for trained teachers constantly increases. In reply to many letters received in the last four months we have been forced to state that our graduates are all teaching.

We have received reports from those who have visited these graduates. In nearly every instance we have learned that they are good teachers, and in no case have we known that they have fallen below average success in government. On the other hand, it must be acknowledged that comparatively few have followed out an independent and extended course of pedagogical study after leaving the school. A more complete course in pedagogy would give students a better grasp of principles and an appetite for a prolonged study of their profession.

I would earnestly recommend that some system of visitation be arranged by which we may know more of the work of the graduates. A single suggestion from an intelligent supervisor benefits a graduate of a year's standing more than hours of instruction before leaving the school.

In almost every city and large village in the State the graduates are employed, and, other things being equal, they are given the preference. Not less than thirteen recent graduates have been called to responsible positions in training schools. Several are already occupying positions as principals, and are responsible for

the supervision of the work of other teachers. Others are teaching special branches in large graded schools.

Influence of the Kindergarten. — The Kindergarten is rapidly building up a constituency in the central portion of the State. Five Kindergartens have recently been started in large cities and towns under the direction of the graduates of our Kindergarten training class. In many other communities citizens and school officers are ready to try the experiment.

Visitors. — It is estimated that in five years more than ten thousand persons have visited the school. Many frequently repeat these visits, in some instances remaining several days or weeks. Hundreds of teachers in the State are really training themselves, and the Normal School should continue to deserve the hold it has gained upon their confidence.

A large influx of new pupils taxes the energies of the teachers in their efforts to hold the advantages already gained in respect of thoroughness and variety of training. Several changes in the teaching force and the employment of additional teachers call for close supervision. The principal has never felt so keenly his responsibility. It is comparatively easy to build up an institution or business enterprise, provided such perfect and complete support be given as that which the Board has rendered to the teachers of this school during the last five years. Development of valuable facilities, and increase in numbers, call for an increased degree of freedom for those who are directly responsible, and increased financial support.

The following recommendations are respectfully urged as a summary of the suggestions contained in this report:

1st. That a new building, containing at least twelve large rooms, be erected for the practice schools.

2d. That a course of lectures be arranged to include instruction in Pedagogy and Government.

3d. That the Principal have such assistance that he can be relieved of all excepting supervisory duties, and have time and means for investigation of other school systems.

The first of these suggestions has been sufficiently considered. In regard to the second I wish to add that by taking this step the school would attain a position occupied by no other similar institution. The work done in the elementary and technical branches has attained a growth and strength that would give tone and practical direction to an advanced theoretical training.

A small sum should be appropriated annually to provide for the enlargement of the library, and for the more complete furnishing of the scientific department. While the instruction given in this department is chiefly elementary, some more advanced course should be arranged as optional work, and general lectures on certain topics, illustrated by physical apparatus, should be given to all the classes.

I have assumed that the Board of Education desire to give the State a first-class institution for training those who are to prepare future generations for citizenship in this commonwealth. A narrow economy, or faint-hearted suggestions, would be almost a crime. A general public interest, increasing numbers, and a better standard, make it possible and necessary to take a long step forward. The present expenditure for the Normal School system is far less than in other States of our class. We must preserve what has been gained as well as provide for possible future growth. The pride that we now have in our educational system must turn to shame if it shall be said that we cannot properly train those who are now with us, or that we must turn away those who shall hereafter be anxious to prepare themselves for the service of the children of the State, simply because the State does not make the necessary expenditure.

C. F. CARROLL, *Principal*.

SCHOOL HOUSES AND LIBRARIES.

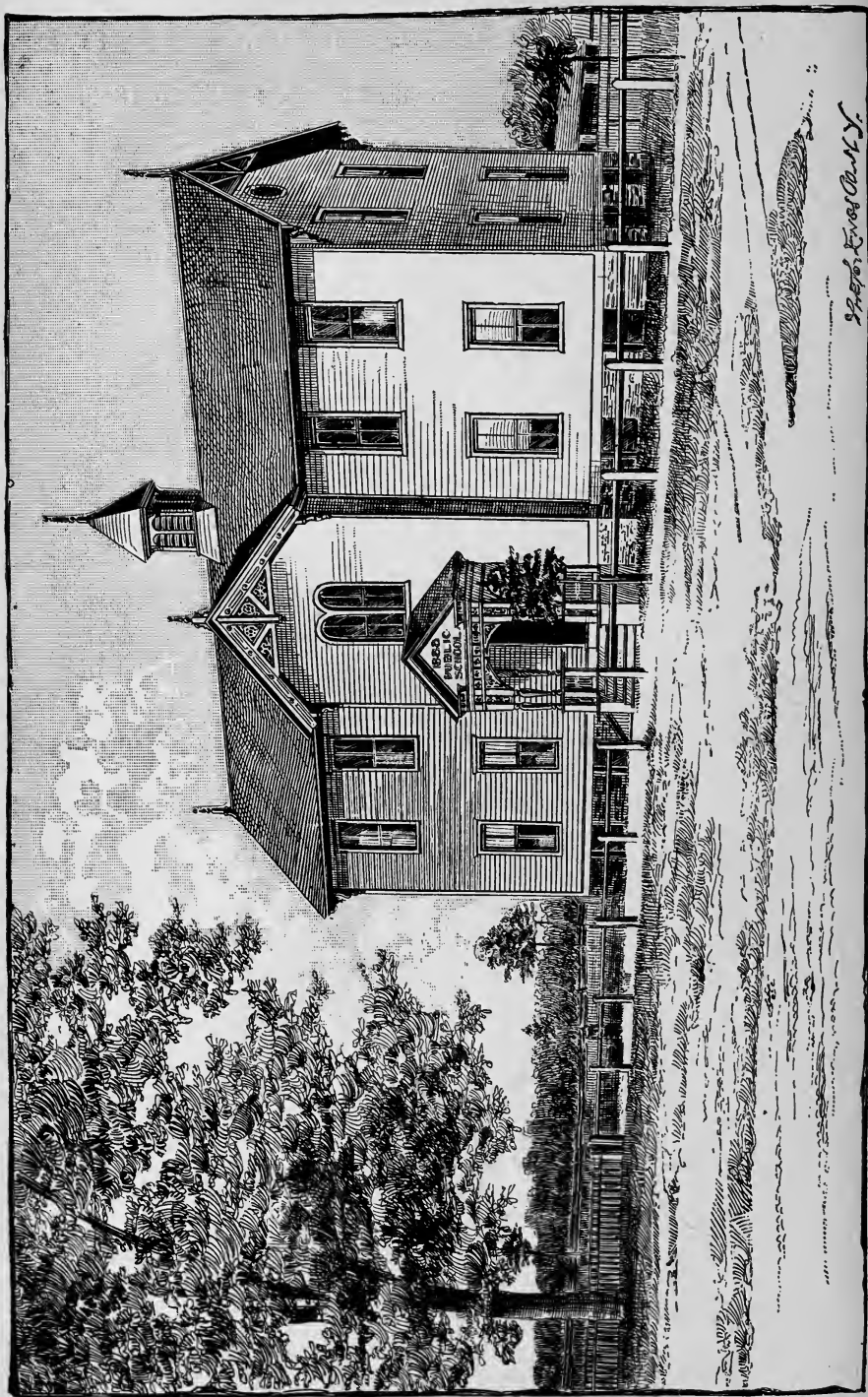
Summary of Statistics, 1887-8.

Number of new school-houses built in the year, .	16
Increase for the year,	2
Number of school-houses in the State,	1,660
Number of school-houses reported in poor condition, .	141
Decrease for the year,	15
Number of schools having libraries,	377
Number of books in school libraries,	56,819
Number of districts drawing State money during the year,	242
Total amount of library money paid to districts in the fiscal year,	\$3,830.00
Number of public libraries reported,	97
Number of sittings in public schools,	129,180

Below will be found a summary for years 1866 to 1888, inclusive.

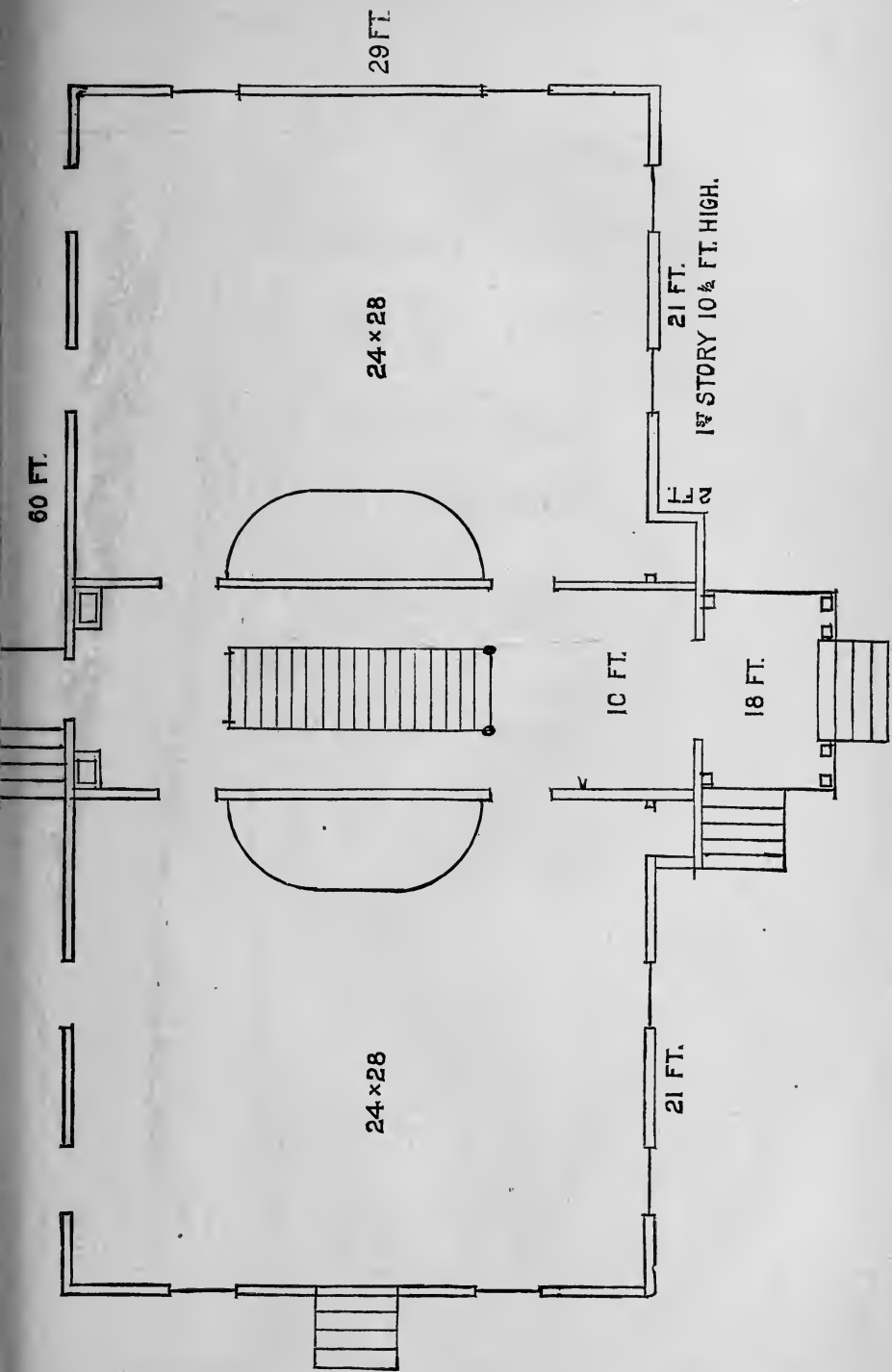
Report of	School-houses.	New ones built.	No. in poor condition.	No. of sittings.	No. of school libraries.	No. of districts drawing in year.	Amount drawn.	No. of books reported.
1866	1,606	20	310	.....	453	....	\$590.00	.....
1867	1,655	22	313	.. ...	....	....	515.00	.....
1868	1,637	43	291	.....	....	....	865.00	.....
1869	1,639	29	304	.....	....	....	1,730.00	.....
1870	1,634	45	282	.....	....	....	1,960.00	.. ...
1871	1,654	45	270	.....	....	....	2,385.00	.....
1872	1,651	33	256	.....	....	...	2,345.74	.....
1873	1,647	42	254	.....	....	....	2,955.00	.....
1874	1,663	34	240	.....	....	....	3,340.00	.....
1875	1,656	40	218	.....	....	....	2,450.00	.....
1876	1,654	21	224	.....	....	154	2,900.00	.....
1877	1,651	26	212	.....	....	132	2,270.00	.....
1878	1,647	22	201	.....	...	178	2,975.00	.....
1879	1,664	30	213	.....	....	167	3,190.00	.....
1880	1,656	16	192	.....	....	195	3,040.00	.....
1881	1,647	20	211	.. ...	....	221	3,005.00	.....
1882	1,654	16	208	.....	....	221	4,255.00	.....
1883	1,633	17	217	.....	....	188	3,470.00	.....
1884	1,661	25	184	.....	....	165	3,090.00	.....
1885	1,657	22	177	124,019	219	195	3,025.00	.....
1886	1,658	19	167	126,266	262	185	3,300.00	.....
1887	1,659	17	171	128,350	290	203	3,525.00	43,873
1888	1,655	14	156	129,344	322	287	5,000.00	47,997
1889	1,660	16	141	129,180	377	242	3,830.00	56,819

New school-houses erected within the year at North Haven and Litchfield are given.

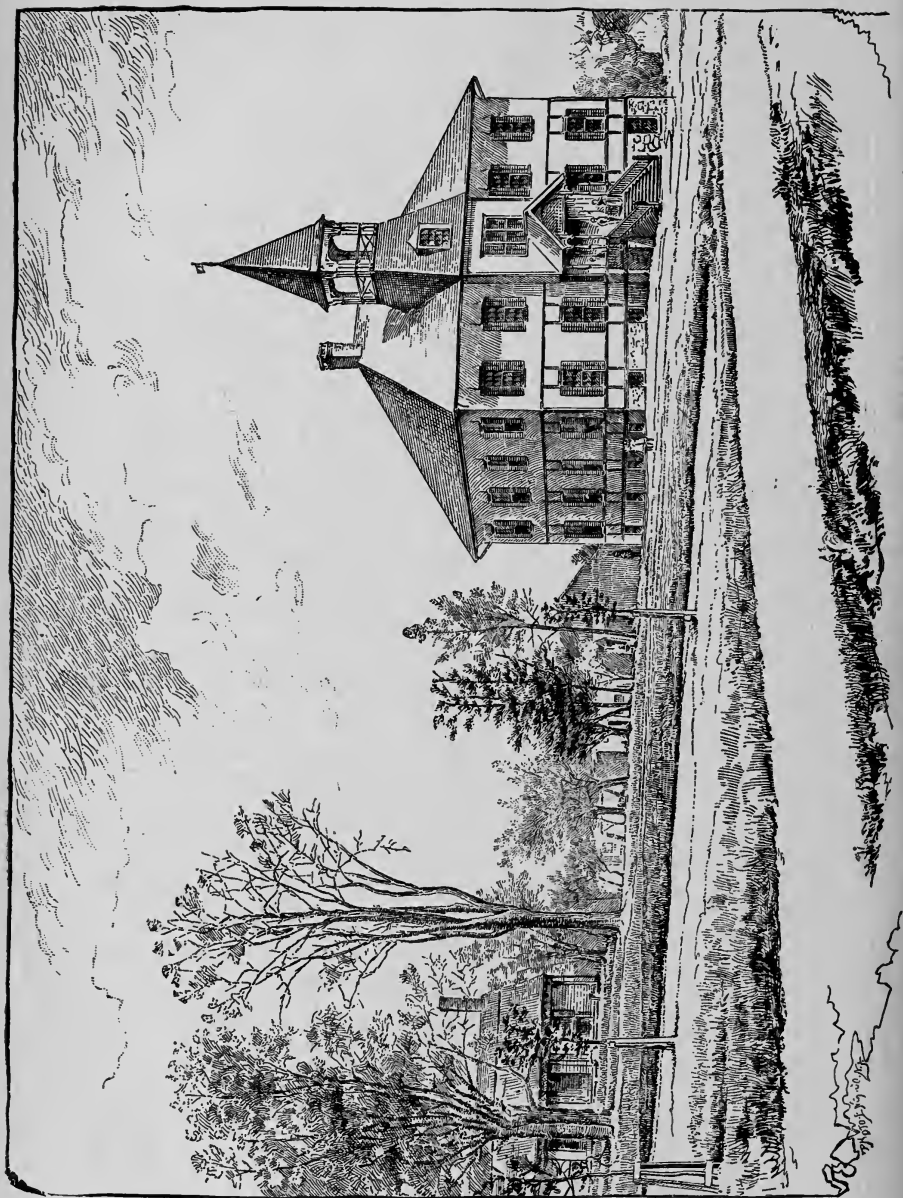


SCHOOL-HOUSE AT NORTH HAVEN,

W. H. L. & Co. N. Y.



FIRST-FLOOR PLAN OF NORTH HAVEN SCHOOL-HOUSE.



LITCHFIELD SCHOOL-HOUSE.

CONDITION OF SCHOOLS AND EDUCATION.

Special Report.

Under the direction and special vote of the Board, it was the purpose of your Secretary to inquire into the actual condition of Education in the State. The first requisite was a collection and arrangement of facts relating to schools and the means of education.

A similar inquiry was made in an adjacent New England State about ten years ago. The method of this earlier inquiry was before us, and special acknowledgment of valuable suggestions is due, and is here made. It was found that the range of investigation could be profitably extended, and a broader and more complete view of schools be exhibited.

This inquiry was limited to a particular section of the State. New London County was selected. In this county are two cities, two boroughs, agricultural, mining, and maritime districts, representing varied industries, employments, and social conditions. No section could better represent the State.

The agents were instructed to confine themselves to the collection of facts, and so much as is found in the statistical tables may be relied upon as having been gathered without prejudice, and with an enlightened sense of what is due to the importance of the undertaking. They did not have any conclusions to sanction or any views to substantiate. They were to see and to hear, and to report fully and in detail, in order that the bearing of the facts on education and schools might be clear, and sound conclusions drawn therefrom. To indicate the general scope of the inquiry the forms given below were supplied. The Secretary frequently met and conferred with the agents, and matters not covered by these blanks were the subject of particular instructions. The blanks suggest the several points of inquiry, and include,

1. Attendance.
2. Employment.
3. Buildings and appliances.
4. Schools.

I.

ATTENDANCE REPORT.

TOWN, DISTRICT FORM.

Date of Visit, 188

1. Town, . 2. District,
3. Enumerated January, 188 , Children, Families,
4. Delinquents according to Committee's Report,
5. (a) Registered present (14 y.) less than 60 days in twelve months.
 (b) " " (14 y.) more than 60 days but very irregular.
 (c) " " less than 120 days.
6. Families visited, Removed from district — Children,
7. (a) Children not subject to law on account of disability,
 (b) Children not subject to law, error in age stated, (c) Children
 found to have attended school, (d) Children attended private
 schools, (e) Children did not attend school, in families,
 (f) Children between 13 and 14 years of age employed lawfully,
 (g) Children between 13 and 14 years of age employed unlawfully,
 (h) Children absent from school for want of clothing, (i) Have
 town authorities furnished clothing to any?
8. Children sent to school, . 9. (a) Prosecutions of par-
 ents, (b) Prosecution of employers,
10. Children sent to Reform School, Industrial School,
 " " County Home,
11. Results:

Is the attendance, on the whole, regular or irregular?

Causes of irregularity,

[Have attendance sent.]

-
1. What effect has law forbidding employment of children under 13
 had upon attendance?

The law requiring 120 days attendance?

2. Means used by teachers to secure regular attendance,
 By local authorities,
3. Does want of books keep any from school?

Remarks:

FAMILY FORM.

188

1. Town, District,
2. Enumerated January, 188 , Children, Families,
3. Name of Parent, Residence,
4. Nationality,
5. Children, number attending School,

NAMES.	AGE.	LAST BIRTHDAY	ATTENDED SCHOOL.						Marks.*
			188			188			
			Fall.	Winter.	Spring.	Fall.	Winter.	Spring.	
1									
2									
3									
4									
5									

6. Children over 4 and under 16, not in school and reasons,*

7. Remarks, Condition of Family, Prosecutions, etc.,

8. Results :

*D denotes disability; C, destitute of clothing; W, at work; V, at work in violation of law A, must attend school at once; ~~18~~ must attend school next term.

II.

EMPLOYMENT REPORT.

Date of Visit, 188

1. Town, . 2. Name of firm, . 3. Post-Office address, . 4. Business, 5. Superintendent's name,

CHILDREN 13-14.

1. Number employed, . 2. Number of certificates of school attendance in force,
 3. Number employed without legal certificates, Names,
 5. Number employed in violation of law, Names,
 6. Number discharged to attend school, Names,
 7. Do children discharged attend school? If not, reasons,
 8. Number of certificates required, . 9. Have local authorities acted? 10. Action taken by Agent, . 11. Results,

CHILDREN UNDER 13.

1. Number employed, Names,
 2. Number of certificates of age, by town clerk, by teacher, by parents,
 3. Number of doubtful cases, . 4. Number of certificates investigated,
 5. Number of certificates required, . 6. Have local authorities acted?
 7. Action taken by Agents,
 8. Results :

1. Wages per week,
 2. Any cases of hardship to individuals or families?
 3. Does the law tend to encourage idleness or to make vagrants?
 4. Have skilled laborers or families left the State?
 5. Have men or women taken the places of those discharged?
 6. Has there been any difficulty in filling the places of children?
 7. Can children be skilled in this industry if they do not engage in it until they are 13?
 8. Ought employment to be permitted in vacation?
 9. Do employers regard the limit, viz., 13 years, too high?
 10. Are employers in favor of this legislation?
 11. Are parents in favor of this legislation?
 12. Is it healthy or unhealthy?
 13. Is it dangerous or not?
 14. Is there good light and ventilation?
 15. Has the business been affected by the law? How?
-

1. Number employed between fourteen and sixteen,
 2. Hours of labor required each week,
 3. Number between fourteen and sixteen who cannot read and write,
-

Are there sufficient school accommodations?

Is there any reading-room or library connected with the establishment or frequented by the workmen?

Does the town maintain evening schools?

How many children under 16 employed in the establishment attend?

Remarks :

III.

BUILDINGS AND FURNITURE REPORT.

District, Town,

Date of Visit,

1. Building — Good, fair, poor. Value,
2. Is the building the property of the district?
3. Fence, . Trees or shrubbery,
4. Does the building stand in the road? . Is there any play-ground? . Any play-room?

5. Note paint, . Marks,
 6. Drainage, . Cellar,
 7. How heated? . Ventilation, . Light,
 How many school-rooms? How many recitation rooms?
 How many sittings in each room?
 Do doors open in or out? Any fire escapes?
 Any provision for extinguishing fire?
 Any well or means of getting water? Any wash-basin?
-

OUT-BUILDINGS :

1. Is there any wood-house?
 2. How many out-buildings? How far from school buildings?
 3. Condition,
 4. How far apart? Any fence between?
 5. Any arrangement for care of building? Of out-building?
 6. How long since any repairs?
-

Describe cloak-rooms.

SCHOOL-ROOM :

Blackboard, how much? . Globes, . Maps,
 Are supplies, such as crayon, pencils, furnished?
 Apparatus, . Clock,
 Desks,
 Dimensions of room, . No. sittings,
 When built,
 Library — Is there any? . Any book-case?

Have teacher make out and send list of books and apparatus, etc.

Remarks :

IV.

SCHOOL^r REPORT.

		Date of Visit,
Town,	District,	Grade or Department,
Sittings,	No. enrolled,	Present,
No. enumerated in January, 188		

TEACHERS.

Name,
 Length of Service, in District,
 Education,
 State Certificate, Attended Normal School,
 Graduated at Connecticut Normal School in 18
 Does teacher make any special preparation of lessons?

CLASSES.

If graded school, number of classes below High School,
 Is there any programme?

No. Grade.*		No. Classes.	No. Daily Recitations.	No. Pupils in each class.	Average Age. †	Time per week.	No. Grade.*		No. Classes.	No. Daily Recitations.	No. Pupils in each class.	Average Age. †	Time per week.
	First Reader,							Geography,	A B C				
	Second Reader,							History,	A B				
	Third Reader,							Spelling,	A B C				
	Fourth Reader,							Writing,					
	Fifth Reader,							Language,					
	Arithmetic,	A B C D						Physiology,					
	Grammar,	A B C						Drawing,					
								Singing,					

*When school is graded give number or name of grade in this column. † To be filled out when class is examined.

READING.

1. What method used with beginners? . 2. What instruction is given?
3. Is blackboard used? . 4. Script,
5. Describe reading as to giving thought, . 6. (a) Emphasis, . (b) Fluency, . (c) Enunciation,
7. Is attention given to reading at sight? . 8. To silent reading?
9. (a) Are supplementary readers used? . (b) By whom furnished?
10. Do beginners copy words?
11. Are any means used to direct the reading of children?

Remarks:

WRITING.

1. Are lessons given from Board? . 2. When do children begin to learn to write?
3. Can the teacher give lessons?
4. What use is made of copy-books?
[*Obtain specimens of writing?*]

SPELLING.

1. Is spelling written? In what classes?
2. Is oral spelling used in teaching reading?
3. Is any instruction in *Phonics* given?

Remarks:

ARITHMETIC.

1. Is "Number" taught?
2. Is mental arithmetic taught?
3. Is there facility in the use of numbers?
4. Describe the method of teaching both "number" and "arithmetic."

Remarks:

GRAMMAR.

1. Are there copying and dictation exercises?
2. Any other *language* exercises?
3. How is grammar taught?

UNITED STATES HISTORY.

1. Number in the highest Grammar Class, *i. e.*, who will in the year finish the common school studies,
2. How many pupils study United States History?
3. Is attention given to historical geography?
4. Is the subject taught by topical method?
5. Is the subject taught by memorizing?
6. Have scholars access to other historical authorities than the text-books?
7. Are scholars directed in their historical reading?
8. How many terms are devoted to this study?
9. In what grades or classes are the pupils studying this branch?
10. Is the history of Connecticut specially taught?
11. (a) How many pupils are taught anything about Government, and the rights and duties of citizenship?
(b) Are there any books in school library illustrating this subject?
(c) How is it taught?
12. How is historical knowledge tested?

GEOGRAPHY.

1. Is Geography taught? . 2. (a) To how many orally?
(b) To how many in connection with text-book? . (c) To how many classes? . 3. How much time per week is given to the subject?
4. How many books in the course? . 5. (a) How many books in the library to which children can be directed for information on this subject? . (b) In what way are such books used?
6. (a) Is any attempt made to render the subject anything more than a mere effort of memory? . (b) What methods of hearing recitation used by the teacher? (c) The method of instruction?
(d) Does discipline result? . (e) Is there likely to be useful information?
7. (a) If any oral work is done, what plan or method is pursued? . (b) With what year or grade does it begin? . (c) When is the book taken up?
8. (a) Is map drawing required? . (b) By what system?
9. Is there intelligent reading of maps?
10. (a) Are there any collections or means of illustration?
(b) Any apparatus or means to assist geographical imagination?
(c) Is moulding board used?
11. Is there any plan other than that found in the text-book?
12. Does the teacher make any preparation for the lesson?
13. (a) Which side is made most prominent, physical or political? . (b) Has historical Geography any place? . (c) Commercial Geography?
14. How is geographical knowledge tested?
15. Are scholars interested?

GENERAL.

1. Describe the supervision of the district or town,
2. (a) Are teachers' meetings held? (b) How often?
3. Is any attention given to exercise or gymnastics?
4. (a) Have School Visitors prescribed any rules as to management? . (b) Studies? . (c) Classification? . (d) Discipline?
5. (a) Are teachers' examinations oral or written? . (b) Give all possible information concerning these examinations?
6. Registers. . (a) How is average attendance obtained?
(b) Is there any system of dropping absent scholars after a certain number of days? . (c) Give all possible information bearing upon accuracy and fullness of registers,
7. (a) How many days in the year is school open? . (b) How many possible attendances? . (c) The total number of days made by pupils,
8. (a) Is interest taken in school by parents and others? . (b) If you say yes, how is it manifested?

Three of the above blanks need no explanation. The fourth indicates, but does not comprehend, the scope of the inquiry into the management of schools and the methods of instruction. The qualification of the teacher, the organization and classification of the school, the methods, and in some directions the results of instruction, the supervision and examination of teachers, and the attitude of the people towards public schools, came under review and were noted.

To ascertain more accurately and fully the methods and results of instruction, tests were given to every scholar. These tests will be found in the report of Mr. S. P. Willard, pages 170* and following.

These tests did not include geography and history, but careful inquiry was made touching the methods and results of instruction in these branches, as outlined on blank IV, p. 92.

Without any question, the most important results of education would be seen in the character of children. No definite and tangible information on this point could be obtained, and no attempt is made to discuss this phase of the subject.

The intellectual results of common school education are in some measure exhibited in the papers which have been gathered and are herewith published. More decided and fruitful information was derived from direct observation of the manner in which the children approached and dealt with the various tests. Conclusions on the intellectual side cannot be unqualified and certain. Important and trustworthy inferences can be drawn pertaining to the manner in which schools are training the children who attend.

The time occupied by this inquiry was the late fall of 1887 and the winter and spring of 1888.

The examinations were conducted by Mr. S. P. Willard, and his method of procedure will be found in his special report. The facts as to employment, attendance, and buildings were collected by Mr. J. K. Judson, of Thomaston. Messrs. Willard and Judson often visited towns together, one giving attention to attendance and buildings, and the other to the school work. Few schools have been omitted,

and these were not in session. No representative school or section has been overlooked, and everything which has been recorded is exhibited exactly as it was found to exist.

In connection with the supply of education we properly speak first of the *financial resources and the support of schools*.

Resources.—The ordinary sources of money are,

- (a) The school fund and the State tax, both received from the State treasurer on the basis of enumeration, and constituting about 22 per cent. of the sum expended, and
- (b) the town tax, raised on the grand list of the town.

All sums thus derived are turned into the town treasury. A few large districts mainly support their schools by tax upon the district. 19 districts out of 209 raised a district tax in the year 1887–8. 68.5 per cent. of this sum was raised in three districts, viz., Norwich Central, Norwich West Chelsea, and Norwich Greeneville. Generally the expense of schools is borne by the town, assisted by the income of school fund and the proceeds of State tax.

Below will be found a summary of the financial statistics of the county. The details will be found on pages 158 and 159.

SUMMARY OF STATISTICS FOR YEAR ENDING AUGUST 31, 1888.

Income of school fund distributed,	\$ 12,518.25
Amount paid for schools from State tax,	25,036.50
Income of town deposit fund,	6,031.62
Income of local funds,	719.39
Amount raised for schools by town tax,	81,182.83
Increase for the year,	4,165.92
Amount raised for schools by district tax [19 out of 209],	50,805.53
Increase for the year,	2,214.72
Amount of voluntary contributions for schools,	353.86
Amount for schools from other sources,	2,850.22
Total amount received for public schools from all sources,	179,498.20

Increase for the year,	\$2,544.33
Amount expended for teachers' wages,	123,332.96
Decrease for the year,	1,641.21
Amount expended for fuel and incidentals,	15,581.55
Increase for the year,	3,404.16
Amount expended for repairs of school buildings,	12,113.73
Increase for the year,	4,299.11
Amount expended for libraries and apparatus,	1,106.04
Increase for the year,	153.69
Amount expended for new school houses,	2,343.19
Decrease for the year,	2,514.70
Amount expended for other school purposes,	14,482.95
Increase for the year,	2,996.82
Total amount expended for public schools,	168,960.42
Increase for the year,	6,697.87
Estimated value of school property in county,	497,910.00
School district indebtedness of county,	79,687.27
Cost of superintendence of schools,	5,093.15
Number of districts that raised a tax during the year,	19
Cost of new school-houses,	1,060.00
Below will be found a summary for the years 1866 to 1888.	

REPORT OF THE YEAR.	School fund.	District tax.	Town tax.	State tax.	Receipts.	Expenses.	Cost for each child enumerated.	Cost for each child registered.	Cost for each child in average attendance.
1866	\$17,736.45	\$39,278.22	\$12,642.51	.....	\$83,903.44	\$69,844.97	\$4.46	\$6.19	\$8.63
1867	17,273.30	36,699.22	13,330.95	.....	85,643.66	99,644.04	5.42	7.92	10.92
1868	17,719.90	57,087.47	17,839.89	.....	113,706.43	115,431.52	6.70	9.64	13.65
1869	17,912.40	55,085.16	19,879.43	.....	119,112.32	109,362.91	6.71	9.89	14.04
1870	16,146.00	71,831.73	52,252.33	.....	208,943.47	219,332.13	8.15	8.91	16.16
1871	16,395.00	70,988.12	63,393.61	.....	203,031.83	196,937.20	8.41	8.93	15.63
1872	16,820.00	59,863.60	68,584.39	.....	164,170.56	162,804.25	8.19	9.05	16.49
1873	17,033.00	55,568.80	70,650.19	\$8,516.50	162,936.12	149,696.22	8.13	8.99	16.51
1874	17,431.00	57,875.96	64,495.36	26,146.50	178,611.35	157,757.03	8.64	9.81	17.77
1875	17,091.00	51,510.44	68,148.92	25,636.50	177,785.45	172,862.30	9.58	10.45	18.71
1876	18,872.70	51,571.31	70,029.52	25,735.50	179,837.37	191,375.16	10.06	11.20	19.47
1877	16,847.00	45,601.70	73,331.89	25,270.50	173,822.84	170,308.79	10.02	11.17	18.73
1878	16,717.00	45,515.53	68,273.99	25,075.50	167,467.83	173,506.92	9.41	10.54	17.37
1879	16,912.00	42,296.64	69,344.01	25,368.00	167,545.02	166,580.06	9.48	10.84	17.32
1880	15,131.70	39,988.85	62,726.20	25,219.50	154,339.42	158,044.94	9.25	10.50	16.91
1881	13,417.60	46,861.20	61,181.04	25,158.00	158,493.37	156,347.06	9.12	10.11	16.49
1882	12,027.40	47,137.49	66,167.02	25,773.00	159,549.43	176,895.87	8.91	10.10	16.81
1883	9,946.20	47,233.95	77,006.63	24,865.50	168,167.94	165,780.12	9.48	10.57	17.42
1884	12,686.25	50,510.02	69,592.33	25,372.50	167,204.87	160,439.83	9.24	10.81	17.75
1885	12,543.00	54,219.39	70,360.04	25,086.00	171,192.62	165,867.93	9.55	10.95	17.72
1886	13,665.60	47,973.19	72,320.56	25,623.00	168,938.25	159,070.13	9.31	10.78	17.64
1887	12,678.00	42,692.35	77,172.77	25,356.00	167,290.01	165,211.25	9.77	11.20	18.12
1888	12,826.50	48,590.81	77,016.91	25,653.00	176,953.87	162,262.55	9.20	10.90	18.64
1889	12,518.25	50,805.53	81,182.83	25,036.50	179,498.20	168,960.42	9.98	11.35	17.96

Of the above sums received for the support of public schools, it may be said that —

1. The income of Town Deposit Fund is a substantial aid to schools in five towns.

2. Probably no public school is materially assisted by local funds.

3. Of the sum \$81,182.83, raised by town tax, \$55,959.95, or 68.8 per cent., is raised by five towns, viz.: New London, Norwich, Stonington, Groton, and Colchester.

4. Of the sum \$50,805.53, raised by nineteen districts, \$34,812.21, or 68.5 per cent., is raised in three districts, viz.: Norwich Central, Norwich West Chelsea, and Norwich Greenville.

5. Of the amount expended for repairs, \$7,963.43, or 65.7 per cent. was expended in three districts. The inference is that no repairs were made in 171 districts.

6. Of the cost of superintendence, \$2,250 is paid in one district.

7. The cost of each child enumerated, \$9.98, is 92 cents less than the average for the State.

8. The cost of each child registered, \$11.35, is \$2.05 less than the average for the State.

9. The cost of each child in attendance, \$17.96, is \$2.86 less than the average for the State.

Management. — The town board of visitors and selectmen makes a preliminary, and later a final apportionment to the several districts of the money received from the various sources. The total sum apportioned and to be paid is usually fixed by vote at annual town meeting. The sum voted by the town is not often exceeded, but at the end of the year a reasonable excess may be allowed by the joint Board.

It is usual to allow more for the wages of men than for the wages of women, and to make a little larger provision for the higher classes of the graded schools than for the lower classes, or for country schools. This apportionment, however, in many cases, is made before the school is open or organized and before the teacher is employed. The main consideration is to give as little as will support the school for the required number of weeks.

The money goes from the town treasury, through the district committee, for three purposes:

- (a) Wages of teachers,
- (b) Fuel,
- (c) Incidentals, which are indefinite but regulated by custom.

The committee ascertains what will be sufficient to keep the teacher and children warm, and what will pay for incidentals (not repairs), and in some cases what will pay for his own services, and the remainder is set apart for the wages of the teacher. If any repairs, however small, are needed, they must be made by voluntary contributions, or a tax must be laid; see page 147.

The direct effect of this system is apparent in

- (a) Teachers' wages,
- (b) Length of schools,
- (c) Repairs, appliances, and material for school work.

Teachers' Wages.—The tendency is to appropriate sums insufficient to pay for good service. Referring to the table on page 182, it will be seen that there are 381 teachers in the county. Of these, 38 receive \$20 or less per month. 96 receive \$20 to \$25 per month, and 72 receive \$25 to \$30 per month. These sums are paid for twenty-four to thirty weeks of teaching. 35 per cent. of the teachers of this county receive less than \$225 per year.

Length of Schools.—The small amounts distributed to the numerous districts do not permit the maintenance of schools longer than the minimum time allowed by law, viz., twenty-four weeks.

Table showing number of schools open 30 weeks or less in the several counties.

	Hartford.	New Haven.	New London.	Fairfield.	Windham.	Litchfield.	Middlesex.	Tolland.	Total.
Number open 24 weeks or less,....	9	12	55	2	34	20	5	23	160
Number open 24 to 30 weeks,	26	36	84	9	64	59	24	58	360

This shows that there are 55 schools open 24 weeks or less, and 84 schools open from 24 to 30 weeks. There were *more schools open the shortest legal time* than in any other county. The following is the report by towns :

TOWNS.	Having 24 or less weeks.	Having over 24 but not exceeding 30 weeks.	TOWNS.	Having 24 or less weeks.	Having over 24 but not exceeding 30 weeks.
New London,	0	0	Ledyard,	7	5
Norwich Town,	0	0	Lisbon,	4	0
“ Central,	0	0	Lyme,	0	7
“ West Chelsea,	0	0	Montville,	6	4
“ other Districts,	1	1	North Stonington,	7	6
“ complete,	1	1	Old Lyme,	2	5
Bozrah,	1	5	Preston,	5	5
Colchester,	2	1	Salem,	5	2
East Lyme,	1	5	Sprague,	0	0
Franklin, ..	1	4	Stonington,	1	9
Griswold,	4	7	Voluntown,	6	1
Groton,	0	0	Waterford,	1	6
Lebanon,	1	11			
			21 Towns,	55	84

We may here note *the effect of such financial methods.*

Educational Effect. — The number of children in a district cannot decide the distribution, because it costs nearly as much to maintain a small school as a large one where one teacher is employed. There is justice in the claim that one child or six need just as good instruction as twenty ; that a small district needs just as good a school as a large one. At any rate, wages cannot always vary with the number instructed, and there is no system of putting teachers hired by a town Board into schools which they have the undoubted ability to manage, and paying them according to the difficulty of their service. In some places, where the schools are nearly alike, an equal sum is given to each.

Neither does the quality of the instruction given determine the expense. As there is no inspection or examination which pronounces authoritatively and finally upon the quality of the instruction, there is no extra payment to a good

school, nor withholding from a poor school. It is not uncommon to find a good school costing a little and a poor school costing a great deal.

The money is turned on to the district from the central reservoir, and it falls haphazard upon the good and upon the bad.

In every case, however, the larger part of this sum is paid to the teacher. In hiring this teacher the school and its necessities cannot be largely considered by the committee. He has a definite sum of money, small or large, but generally entirely inadequate. He cannot secure a teacher whose qualifications are determined, whose service has been long and successful, nor can he if he be qualified to judge of teaching ability, set up any definite standard except the one of getting a person who will teach the school the required length of time for the given sum of money.

Under the most favorable circumstances where there is an adequate and attractive sum of money there is a scramble to get teachers of reputation and those who are able to bring special influences to bear upon the committee rush upon him. The poor districts with small sums to offer take what they can pay for.

There are instances where voluntary contributions — the result of effort and sacrifice — secure a good teacher and prolong the school. Such cases are conspicuous by their rarity.

There is a great effort to maintain the same number of districts that existed when the population was greater, or differently distributed. In localities where there were, twenty and thirty years ago, large schools, to-day a few scattered houses and small families send a few children. Without entering upon the question of whether these schools ought to be maintained or what can be done in such cases, it may be said that in a number of towns the money which is appropriated to schools would, if the children could be gathered in schools of suitable size, pay for the very best teachers for the longest period required by law. One-half the sum which now barely supports numerous feeble schools

would often maintain enough schools if children could be brought together.

The table, page 101, will illustrate the changes of twenty years. In most of the towns there are the same number of districts as forty years ago, but a rearrangement of the population has made many smaller and a few larger.

It appears that taxable property, the basis of the support of schools, has diminished, school population has diminished, wages and expenses have increased, and yet the number of schools to be maintained has remained the same. All these changes suggest the necessity of a readjustment of schools on some workable plan.

The educational result is, that the financial support of schools, upon which their well-being depends, rests on a narrow and uncertain basis. There is little liberality, and no active zeal. Towns endeavor to contract the sums raised by taxation. Occasionally, in order to improve roads, or to meet some other expense, the appropriation for schools is cut down. Often the sums raised by taxation for schools are regarded as extortion and reluctantly paid. Having reached the point where schools are a burden unwillingly carried, the descent to poor schools which are really unworthy of support is easy.

The most important and serious feature is that the children are the ones upon whom all the change and saving falls. Less and less money is expended for their education, and they seem to be regarded as less and less valuable. On the other hand, there is evident in a few cases, intelligent and vigorous activity and determined purpose to keep the schools to the highest standard of efficiency. This involves an annual struggle and constant vigilance.

The administration of schools by the duly elected officers is an important factor in the condition of education.

Officers elected by the town have duties in connection with

- (a) Attendance,
- (b) Employment of children to labor,

TOWNS.	Enum. Jan. 1868.	Enum. Jan. 1888.	Gain. Loss.	Per ct. of Gain.	Per ct. of Loss.	No. of districts 1868.	No. of districts 1888.	Grand List. 1877.	Grand List. 1887.	Gain.	Loss.
New London.....	2,266	2,438	172	7.5	.....	7	1	\$7,517,310	.....	\$771,143	.....
Norwich Town.....	251	277	26	.....	.....	1	1	.....	.....	.....	.....
“ Central.....	1,374	1,504	130	.....	.....	1	1	.....	.....	.....	.....
“ West Chelsea.....	676	965	289	.....	.....	1	1	.....	.....	.....	.....
“ other districts.....	1,539	2,638	1,099	.....	.....	9	9	.....	.....	.....	.....
Norwich complete	3,840	5,384	1,544	40.2	.....	12	12	\$14,602,901	\$12,960,527	.....	\$1,642,374
Bozrah.....	249	251	2	.....	.....	7	7	595,333	473,347	.....	121,986
Colchester.....	726	533	193	.....	26.5	14	12	1,443,035	1,211,888	.....	231,147
East Lyme.....	408	458	10	2.4	.....	8	9	570,510	659,094	89,184	.....
Franklin.....	201	116	85	.....	42.2	8	7	331,767	293,930	.....	37,837
Griswold.....	644	625	19	.....	2.9	14	14	1,288,079	1,321,169	33,090	.....
Groton.....	1,238	1,082	156	.....	12.6	11	11	2,108,541	1,859,753	.....	248,788
Lebanon.....	458	362	96	.....	20.9	16	16	1,184,829	972,428	.....	212,401
Ledyard.....	385	268	117	.....	30.3	14	14	530,285	486,879	.....	43,406
Lisbon.....	157	95	62	.....	39.4	6	5	295,439	224,087	.....	71,352
Lyme.....	325	198	127	.....	39.0	7	7	303,443	282,298	.....	21,145
Montville.....	607	571	36	.....	5.9	13	12	1,061,877	1,025,689	.....	36,188
North Stonington.....	416	385	31	.....	7.4	15	15	757,349	690,875	.....	66,474
Old Lyme.....	377	261	116	.....	30.7	8	8	470,795	459,296	.....	11,499
Preston.....	534	664	130	24.3	.....	12	12	909,556	868,368	.....	41,188
Salem.....	192	97	95	.....	49.4	8	7	290,379	191,108	.....	108,181
Sprague.....	947	526	421	.....	44.4	4	5	1,102,493	1,158,451	.....	34,042
Stonington.....	1,654	1,496	158	.....	9.5	18	16	5,083,533	5,113,223	29,690	.....
Voluntown.....	375	284	91	.....	24.2	9	8	215,299	227,551	12,252	.....
Waterford.....	660	637	23	.....	3.4	11	11	1,000,225	1,059,740	59,515	.....
21 towns.....	16,659	16,691	1,858	.....	.....	223	209	\$40,990,835	\$39,057,701	\$994,874	\$2,928,008
Gain in 5 towns.....	.....	.....	1,858	.....	.....	Gain in 6 towns.....					
Loss in 16 towns.....	.....	.....	1,826	.....	.....	Loss in 15 towns.....					
Gain in county.....	.....	.....	.....	.....	.....	Total loss in county.....					
Average percentage of loss in 16 towns.....	.....	.....	.....	.....	.....	.....

Gain in 5 towns..... \$994,874
 Loss in 16 towns..... 2,928,008
 Gain in county..... 1,933,134
 Average percentage of loss in 16 towns.....

- (c) Supervision, including inspection of school buildings and examination of teachers and pupils. These will be considered under the head of supervision.

The officers elected by the district must

- (a) Enumerate the children,
- (b) Hire and pay teachers,
- (c) Provide and care for the buildings.

There are numerous other important duties attaching to above-mentioned offices, but they need not be considered.

A summary of the information obtained from Visitors' Reports and other sources is as follows (See also Table II, pages 152*-163*) :

Number of districts having a course of study or rules prescribed by visitors,	3
Number of towns where teachers' meetings are held,	3
In one district only are these meetings a part of the school service.	
Number of towns having system of supervision, more or other, than that prescribed by law, viz., two visits a term by School Visitor,	0
One district has a supervising principal, and there are a few districts which are favored with frequent visits of competent and interested visitors.	
Number of towns in which School Visitors have taken action in relation to attendance or employment,	0

Nominally the town is represented in the management of schools by the School Visitors. The law imposes upon them important duties, and entrusts to them considerable power. Sometimes their functions are beneficially exercised.

Examinations.—The examinations of teachers, as the inquiry shows, are not real tests of education, much less of ability to teach. This test, provided in the law as a security against incompetence among school teachers, fails. It fails because the examination cannot, in any case, be a complete security, and also because it is not, so far as it can be used wisely, efficiently applied. The visitors are willing, and often competent, to perform this duty. They are, however, confronted with teachers who have already been hired, with

the children of friends and neighbors, with candidates who are already installed in the school-room. If they do their duty they will be declared officious. They may do more harm than good if they reject a teacher who has already begun the school. They have no plan or standard, and if applicants fail they may be obliged to examine others of the same or inferior qualifications. Moreover, they have had no voice in selecting these persons, and they cannot make a trial of them in the school. Their functions are mainly discharged when they are satisfied of the education of the candidates.

Visitation.—If the visitor is competent and desirous to assist the school he can accomplish little in two visits, the number which the law requires. One is made at the beginning and the other at the end of the term, and the intermediate proceedings come to his knowledge by rumor or by a rumpus. The teacher is hired, and put in the school, and it may not have been possible to judge, from a severe examination, in respect of education, whether he is competent or not. The incompetency is discovered at the end of the term, when all the mischief has been done, and the time of the children lost and their intellects befogged.

Inspection of Buildings.—The character of the buildings, as set out on pages 118–135, and the fact that nineteen districts only laid a tax for any purpose, is evidence that there is no critical inspection.

This failure to perform a legal duty is due to the fact that although they can inspect and note deficiencies the visitors cannot secure any repairs or changes. They can finally condemn a building as unfit for use, if this last step be necessary. In case money must be expended to put the buildings in proper condition for school purposes, they may suggest, but cannot compel any action. They can, in the last resort, close the school, and there are districts which prefer no school to a decent school-house. It is natural that they should be unwilling to make suggestions when there is no certainty that they will be received and acted upon, and when there is a certainty that the committee will

not have any money with which to pay necessary expense. A more complete and thorough system of not doing things that ought to be done cannot well be devised. We have persons whose duty it is, by law, to inspect buildings; we have other persons whose duty it is to repair them. But the person whose duty it is to repair has and can have no money, and the corporation for which he is agent does not wish to be taxed.

Attendance, Employment, etc. With regard to attendance, school visitors do not wish to engage in the disagreeable work of compulsion, for which they receive no pay, and which is likely to make them obnoxious to neighbors. With regard to a course of study and rules, they do not wish to enter upon a plan which they cannot for want of full powers carry out and to which they cannot give the necessary attention. The result is that the two visits in each term are formal and perfunctory, and do not sensibly affect the attendance, the methods of instruction, or the character of the education in the schools.

In very many cases, however, they promptly report to the agents of the State absence from school or illegal employment and are active in assisting the officer. This method is more speedy and probably more effective than their own action would be. The report of "no action taken" should not be taken to mean that there had been neglect of special legal duty, but that the general duty of making rules for every school and enforcing them by daily pressure, has not been assumed.

While the tendency is toward formality and letting things alone, there are conspicuous instances of earnest and intelligent activity resulting in the elevation of schools and generally in the speedy downfall of the visitor. School visitors are restrained and hampered, and are in no complete sense responsible for success or failure.* Their powers are,

* The infelicities of divided responsibility are seen by the following: The Committee A and the Visitor B had a decided falling out. B thereupon summons the newly-hired teachers, C and D, before him for examination, as he had a perfect right to do. A notifies C and D that if they comply and are examined by B he will discharge them. C and D chose to follow A and not be

however, considerable, and if steadily and firmly exercised brace up the teaching and hold the districts to some standard. Notably they can secure material and appliances such as maps, books, globes, etc., which encourage the teacher and stimulate the scholars.

An immense stride toward good schools will be taken when every town has steady and competent supervision. Probably to-day an expert, a trained and skillful teacher, with power to regulate studies and discipline, would be regarded as an intruder and his presence an interference. As soon as he became a part of the school he would be welcomed.* The teachers would know what to do, and would be assisted and guided; the children would pursue a continuous course of study to the end.

The number of school visitors has, in a few towns, been reduced to a minimum, and in most districts the committees determine the character of the schools.

Committees.—Committees are not chosen because they have shown at any time particular qualifications or insight in the matter of hiring teachers. That a committee had

examined. At the end of the month B refuses the certificate of legal maintenance. This brings C and D to terms and they are examined, but for two years they have not been able to obtain their wages for the first month. The bald statement is: A and B quarrel; C and D experience inconvenience and loss.

* Supervision includes *inspection* and *examination*.

1. *Inspection* is the observation of a school in its ordinary working and routine, and includes inquiry into—

- (a) Construction, care, and condition of buildings and outbuildings, drainage, warming, ventilation, care of room, neatness, etc.
- (b) Appliances, apparatus, blackboard, globes, maps, furniture, etc.
- (c) Method of keeping registers and attendances, tardinesses.
- (d) Course of study; what the school pretends to supply the scholars.
- (e) The program or order of exercises to ascertain whether time and labor are economized.
- (f) The order or discipline; whether the relations of the scholars to the teachers and one another are right.
- (g) The teaching and the teacher, whether the teacher has the confidence of the scholars and is worthy of it; how the lessons are given, whether the teachers are qualified to perform and do perform their duties.

2. *Examination* is testing by written and oral questioning, and is intended to ascertain whether the results of instruction are satisfactory. Inspection should be made before examination.

been elected because he was specially qualified to manage a school, would be a very remarkable fact. The office is not sought by the men qualified to discharge its duties; is sometimes regarded as a burden, or more frequently and unfortunately as a perquisite, worth something to the holder, to be passed around from year to year.

The actual constitution of schools is in the hands of District Committees. In some towns the school visitors exercise the powers which the law confers upon them. But, between the long intervals of official visitation, the teachers do pretty much what is right in their own eyes, restrained only by the knowledge that the District Committee holds the purse.

Full measure of commendation should be extended to those committees who have insisted upon, and fought for, good schools under the discouragements of the system. The heaviest discouragement is that all the effort and success of one year may succumb to the whim or spite of the next.

The one duty which a committee can efficiently discharge—the care of buildings—is neglected as the table I, pages 118–135 shows.

ENUMERATION AND ATTENDANCE.

The enumeration, registration, and average attendance for each town will be found in the tables on page 173.

The enumeration for each district will be found in the tables on page 210. The following summary gives enumeration, registration, etc., for the county:

SUMMARY OF STATISTICS

For the Year Ending August 31, 1888.

Number of children between 4 and 16 years of age, in

January, 1888,	16,691
Decrease for the year,	411
Number of scholars registered in winter,	12,565
Increase for the year,	450
Number of scholars registered in summer,	11,430
Increase for the year,	403

Number registered who were over 16 years of age,	364
Decrease for the year,	23
Number of different scholars in public schools,	14,669
Increase for the year,	230
Number of enumerated children in other schools than public schools,	680
Decrease for the year,	916
Number of children between 4 and 16 years of age in no school,	2,179
Increase for the year,	204
Number in schools of all kinds,	15,349
Decrease for the year,	686
Average attendance at public schools in winter,	9,634
Increase for the year,	813
Average attendance at public schools in summer,	8,911
Increase for the year,	849
Percentage of whole number registered in the year, as compared with the number enumerated in January, 1888,	87.88
Increase for the year,	3.46
Percentage of children in schools of all kinds,	91.95
Decrease for the year,	1.81
Percentage of those enumerated registered in winter,	75.28
Increase for the year,	4.45
Percentage of those enumerated registered in summer,	68.48
Increase for the year,	4.01
Percentage of average attendance in winter,	76.67
Increase for the year,	3.86
Percentage of average attendance in summer,	77.96
Increase for the year,	4.85
Average attendance in winter as compared with number enumerated in January, 1888,	57.71
Increase for the year,	6.14
Average attendance in summer as compared with number enumerated in January, 1888,	53.38
Increase for the year,	6.24

Below will be found a summary for the years 1866 to 1888.

REPORT OF YEAR.	Average length of schools.	Enumerated.	REGISTERED.		Different scholars reg- istered	Number in both Public and Private Schools.	ATTEND- ANCE.	
			Winter.	Summer.			Winter.	Summer.
1866,.....	165.00	15,423	11,870	10,372	.....	.....	8,536	7,411
1867,.....	158.00	15,703	11,590	9,888	.....	.....	8,435	7,150
1868,.....	158.00	16,109	11,911	10,493	.....	.....	8,472	7,351
1869,.....	156.20	16,284	11,866	10,241	14,027	.....	8,445	7,135
1870,.....	155.80	16,146	12,308	10,467	14,781	15,536	8,879	7,419
1871,.....	165.50	16,395	13,034	11,153	15,439	16,242	9,611	8,032
1872,.....	172.80	16,820	12,730	10,888	15,226	16,032	9,065	7,647
1873,.....	169.90	17,033	12,612	10,831	15,405	16,038	9,192	7,586
1874,.....	169.80	17,431	12,547	11,146	15,440	16,260	8,994	8,065
1875,.....	173.19	17,091	13,030	11,256	15,669	16,482	9,443	8,053
1876,.....	170.97	17,157	12,742	11,086	15,414	16,310	9,408	8,326
1877,.....	174.23	16,847	12,370	11,080	15,110	16,004	9,600	8,429
1878,.....	170.65	16,717	12,555	11,259	14,930	15,831	9,475	8,654
1879,.....	171.88	16,912	12,504	11,245	14,794	15,782	9,811	8,717
1880,.....	169.18	16,813	12,581	11,537	14,803	16,020	9,640	8,754
1881,.....	169.99	16,772	12,753	11,323	15,143	16,247	9,840	8,725
1882,.....	169.02	17,182	12,675	11,466	15,157	16,220	9,502	8,722
1883,.....	168.51	16,577	12,558	11,061	14,871	15,945	9,603	8,444
1884,.....	167.59	16,915	12,379	11,055	14,440	15,706	9,522	8,093
1885,.....	168.14	16,724	12,447	11,062	14,581	15,902	9,507	8,609
1886,.....	168.31	17,082	12,541	11,138	14,750	15,883	9,584	8,450
1887,.....	168.07	16,904	12,479	11,110	14,751	15,881	9,550	8,676
1888,.....	169.39	17,102	12,115	11,027	14,439	16,035	8,821	8,062
1889,.....	168.11	16,691	12,565	11,430	14,669	15,349	9,634	8,911

In compliance with the law relating to attendance, and under the power conferred upon the Board of assigning agents to this work, Mr. Joseph K. Judson, of Thomaston, gave special attention to this branch of the inquiry.

The administration of the law requiring attendance is primarily in the hands of the town officers. There are instances in which teachers and school visitors have acted vigorously, but they are rare. Without doubt a State officer can more conveniently act than local officers. He is able to proceed independently without interference. He is paid for his service, and can work thoroughly and to a result. He is not subject to the unpleasant hostility which activity in enforcing a law among neighbors entails.

The agent was instructed to give such careful attention to this work as its importance demanded, and to bring into school every child who ought to attend.

Below will be found a table exhibiting the work in the several towns:

TOWN.	Number of children.	Number of families.	Number cases of absences investigated.	Number families visited.	RECOGNIZED EXCUSES.			Number absent illegally.	Number at work illegally.	Number sent to school.	PROSECUTIONS.		Number of truants.	Number sent to Reform School.	Number sent to Industrial School.
					Number cases of disability.	Number cases of lack of clothing.	Number at work legally.				Parents.	Employers.			
NEW LONDON CO.															
New London,.....	2,438	1,267	30	15	4	2	8	.....	1	28	.....	.....	.....	.....	.....
Norwich Town,....	277	128	5	5	5	.....	.....	.....	.....	4	.....	.....	.....	.....	.....
" Central,....	1,504	737	7	4	5	.....	21	.....	.....	.....	.....	.....	.....	.....	.....
" W. Chelsea	964	355	4	3	2	.....	12	2	1	6	.....	.....	.....	.....	.....
" otherdist's,	2,523	991	35	27	21	....	79	.....	.....	25	.....	.....	.....	.....	.....
" complete,..	5,268	2,211	51	39	33	.....	112	2	1	35	.....	.....	.....	.....	.....
Bozrah,.....	110	48	9	3	.....	.....	.....	8	.....	8	.....	.....	.....	.....	.....
Colchester,.....	.....	.....	8	2	.....	.....	.....	6	4	6	1	.....	.....	.....	.....
East Lyme,.....	420	245	10	8	4	2	1	12	6	10	.....	.....	.....	1	.....
Franklin,.....	116	59	6	2	6	.....	.....	5	2	5	.....	.....	.....	.....	.....
Griswold,.....	591	283	14	8	1	.....	.....	9	.....	9	.....	.....	.....	.....	.....
Groton,.....	922	487	13	15	1	2	.....	12	.....	12	1	.....	.....	.....	.....
Ledyard,	268	131	9	4	1	.....	.....	1	1	7	1	.....	.....	.....	.....
Lisbon,.....	94	48	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lyme,.....	158	85	9	4	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montville,.....	84	36	16	9	1	2	1	8	1	9	.....	.....	.....	.....	.....
North Stonington,..	181	87	13	13	.....	.....	1	6	3	13	1	.....	2	1	.....
Old Lyme,.....	253	119	8	5	1	2	.....	1	.....	1	.....	.....	.....	.....	.....
Preston,.....	622	297	29	18	.....	.....	.....	10	1	11	.....	.....	.....	.....	.....
Salem,.....	64	30	8	2	.....	4	.....	.....	.....	4	.....	.....	.....	.....	.....
Sprague,.....	312	148	10	5	.....	2	.....	.....	.....	8	.....	.....	.....	.....	.....
Stonington,.....	1,584	821	8	5	2	.....	.....	.....	.....	8	.....	.....	.....	.....	.....
Voluntown,.....	329	156	28	24	5	6	.....	.....	.....	19	.....	.....	.....	.....	.....
Waterford,.....	263	124	3	1	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....
20 Towns,.....	.....	.....	282	182	60	29	123	81	20	194	4	.....	2	2	.....

The following is a summary of the foregoing table :

Number of towns visited,	20
Number of districts visited,	181
Number of children between 4 and 16 in districts visited,	14,077
Number of families in districts having children in school,	6,682
Average number of children in family,	2
Number of cases of absence investigated,	282*
Number of families visited,	182
Number of cases of disability (physical and mental),	60
Number of cases in which lack of clothing was alleged,	29
Number at work legally,	123
Number of children absent illegally,	81
Number at work illegally,	20
Whole number illegally detained from school,	101
Number sent to school,	194
Prosecutions of parents,	4
Number of truants,	2
Number sent to Reform School,	2

The method of investigation and visitation is as follows :

(a) The enumeration list is obtained and compared with the school register, and thus the names of absentees are ascertained.

(b) The recognized excuses, viz. : mental or physical disability, lack of clothing, and legal employment, are scrutinized. If these excuses are found to be just, those pleading them are not visited. All between 4 and 8 are exempt, and all over 14 are exempt if at work. The first class — those between 4 and 8 — are not examined.

(c) Negligent families and children are visited.

The above method reveals only those who are subject to legal penalties for *long-continued* absence. There is besides a large number of irregular scholars whose parents

* In all these cases action was taken. The total number of cases to which attention was specially given was 500 more than this number.

have violated the law in failing to send them regularly and constantly, but have caused them to attend 120 days. Such cases are not enumerated in the above table, but have been investigated, and both children and parents admonished. The number of such cases was about 500.

Twenty-nine cases of non-attendance were caused by inability of parents to provide decent clothing. Towns can and usually do make provision for deserving persons.

There is in all these towns a supply of school accommodations. In two or three schools children were huddled together because there was not room, but generally there were sittings for all. It is believed that no child is refused admission for want of a place.

There is, however, a difficulty which is not easily remediable. School-houses cannot be erected at the doors of every house, or near every dozen houses which happen to be adjacent. The distance is often great for children of tender years. It is believed from investigation that every family in the county is within two miles of a school-house, and there are not fifty families in the county having children that are more than one mile away from a school-house. It is noteworthy that distance proves no obstacle to attendance when once the interest of the children is awakened. There are children who are punctual every day after a cheerful walk of a mile. This may not be desirable or convenient, but it is not a hopeless condition of things.

The most gratifying result of this special effort is apparent in the average attendance in the county for the year ending August 31, 1888. The increase was 831, or 40 per cent. of the increase for the State.

Table showing increase or decrease of enumeration, registration, and attendance in the State for year ending August 31, 1888:

	HARTFORD.			NEW HAVEN.			NEW LONDON.			FAIRFIELD.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase, ..	.....	162	203	1,099	.....	328	.....	230	831	1,132	505	549
Decrease, ..	222	.....	.....	.....	156	...	411	.....	.....	.....	.....	.....

	WINDHAM.			LITCHFIELD.			MIDDLESEX.			TOLLAND.		
	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.	Enumeration.	Registration.	Attendance.
Increase, ..	19	86	103	.....	70	133	.....	.....	.....	123	.....	.....
Decrease, ..	.....	.....	.....	7	.....	.....	61	372	4	.....	264	27

	STATE.			Increase in average attendance in State.	Increase in New London County.
	Enumeration.	Registration.	Attendance.		
Increase,	2,373	1,053	2,147	.....	.....
Decrease,	701	792	31	.....	.....
	1,672	261	2,116	2,116	831

Employment.—To the same agent was intrusted the enforcement of the law relating to the employment of children.

Below will be found a table which shows in detail the work done:

TOWNS.	ESTABLISH- MENTS.		CHILDREN 13 TO 14.				UNDER 13.			PROSECU- TIONS.		CHILDREN BETWEEN 14 AND 16.				Have local authorities acted?	School accommodations?	Reading-room?	Evening schools?
	Visited.	Inspected.	Employed.				Employed illegally.	Having certifi- cates of age.			Non-attendance.	Child labor.	Employed.	Cannot read or write.	Number of hours.	Average weekly wages.			
								Town clerk.	Teacher.	Parent.									
NEW LONDON CO.	15	6											32	1	60	4.50		No.	No.
	6	4											57	25	60	4.50		No.	No.
	12	9							69				334	25	60	4.30	Yes.	No.	No.
	2	2											25	6	60	4.50	Yes.	No.	No.
	2	2											2	2	60	5.00	Yes.	No.	No.
	2	2											53	7	60	4.00	Yes.	Yes.	No.
	5																Yes.	No.	No.
	1	1											22		60	4.00	Yes.	No.	No.
	1	1							3				49	8	60	4.00	Yes.	No.	No.
	4	4															Yes.	No.	No.
	1	1															Yes.	No.	No.
	1	1							1				7		60	3.50	Yes.	No.	No.
	1	1											10	1	60	4.50	Yes.	No.	No.
	7	7											33	4	54 to 60	3.00 to 6.00	Yes.	No.	No.
	1	1											13	7	60	4.20	Yes.	No.	No.
12 Towns.....	60	41	101	17	3	4	2	73					637	59					

The following is a summary of the above table :

Number of towns in which establishments employing children are found,	12
Number of establishments visited,	60
Number of establishments inspected,	41
Number of children, 13 to 14, employed,	101
Number illegally employed,	3
Number of children under 13 employed (illegally),	2
Number of children between 14 and 16 employed,	637
Number of children between 14 and 16 employed who cannot read or write,	59
Per cent. of those employed who cannot read or write,	9
Number of hours work per week required,	60
Average wages per week,	\$3.50

There is evidence that the number of children between 13 and 14 employed is much greater than given in the above table, and that the number under 13 employed should be increased by that considerable number who have secured admittance to establishments enumerated by law, through false statements as to age.

In the manufacturing districts there was found to be great desire on the part of parents to obtain the small wages which children can earn. Families immigrate from other States to obtain employment for their young children. These children will not attend school after they are seven or eight years of age if the parents' wishes are consulted. The parents do not hesitate to make false statements as to the ages of their children. They are restive under the law which forbids employment and compels attendance, and in some cases they have left the State rather than forego the income derived from their children's work. They come here to camp out, and move on into adjacent States if their children must go to school. Happily the number of such cases is small, and evidence is abundant that employers are not seriously affected by the removal of such families.

Employers are not careful to require certificates. Blank forms of certificates are always supplied to employers and teachers to facilitate compliance with the law. If these cer-

tificates are obtained before children are employed and before service is begun, there is little danger of illegal employment. If the certificates are to be obtained after the service is begun, there will always be delay, and the employer takes the risk of violation of the law. Such a course is an encouragement to evasion, and may bring prosecution upon parents.

Children between 13 and 14 in manufacturing districts are usually found in mills. The law requiring sixty days' attendance within the year previous to employment is little regarded. Having reached 13 years of age, they are accepted, go to work, and are not discharged. They become 14 before the cases can be investigated, and this last period of schooling is entirely lost. Moreover, while the law requires parents to send 120 days, the law relating to certificates requires that 60 days only shall be noted. The result is, that children between 12 and 13, after having attended 60 days, obtain work in the mills. The outcome, so far as children are concerned, is, that there is little schooling between 12 and 14, and none after that period.

Better attendance would be secured if the period of compulsory abstinence from labor were raised from thirteen to fourteen; provided, however, that children who could furnish record of regular and constant attendance to the age of 13 might be employed all the time.

The ability of children employed in factories to read and write was tested, as is mentioned on page 45. Here, as in all such cases, reading was very imperfect and did not imply any intelligent apprehension of what was read. The reading-book presented was a first or second reader, and the calling of words was admitted as evidence of ability to read. The evidence is clear that most of these children could not read intelligently the newspaper, nor had they any desire to become acquainted with books.

Private Schools.—Number of private schools reported is 23.

Number of scholars in attendance, 425.*

Number of teachers, 23.

All private schools were visited in order to ascertain what children were therein attending. The law permits this limited inspection, and the efforts of the agent were directed to inducing them to comply with the law as to attendance. There was found to be carelessness in regard to the keeping of registers, and some had no knowledge of their legal duty.

In several towns private schools originated in the desire of peculiar parents to separate their children from the common mass. Another cause of such schools was dissatisfaction with the management of the public schools, or dislike of teacher or committee. Occasionally the public schools were so inefficient that there was just cause for private schools, but there was no evidence that the private was better than the public school: on the contrary, the instruction, so far as noted, was a step below the poorest public schools.

In some cases the withdrawal of children of intelligent and cultured people from the public schools has resulted in a deterioration of these schools, and in general disregard of them. In one of the wealthiest districts of the county the public school was in a disgraceful building; the school was small; the lowest wages were paid to an incompetent teacher, and children could learn little save contempt for public schools.

The largest private schools are denominational. Two of these have made reports.

The number of scholars, 802.*

The number of teachers, 14.

No attempt was made to test these schools, and no information can be given as to the character and quality of the instruction afforded. Whether they are conforming to the law with reference to studies or not cannot be ascertained without actual examination.

*The number here reported ($425 + 802 = 1,227$) differs from the number 680 reported by School Visitors, and given on page 173. The number 425 on this page was found in attendance on the day of visitation. The number 802 reported by managers of parochial schools is the registration for the year.

The plan of future work is to frequently visit these districts and negligent families. The names of all delinquent parents and children have been noted and recorded, and school visitors, committees, and teachers are corresponded with to ascertain whether the children are in regular attendance.

There is no doubt that such means applied to every county will secure the regular attendance of all children who ought to be in school.

School-houses. The condition of school buildings was also made the subject of inquiry by Mr. Judson. Blank III, page 88, was followed in gathering the information. The following table exhibits the result :

TABLE I.—BUILDINGS AND GROUNDS.

TOWN.	Condition.	How long since Repaired.	Located Where.	Cellar.	Well.	Cloak Room.
A						
1	fair	2 years	roadside	no	no	yes
2	fair	1 year	on the green	no	no	yes
3	poor		roadside	no	no	yes
4	fair	1 year	roadside	no	no	entry
5	poor	long time	roadside	no	no	entry
6	poor	long time	roadside	no	no	entry
B						
1	poor	long time	roadside	no	yes	entry
2	good	new	roadside	no	yes	yes
3	good	new	roadside	no	yes	yes
4	poor	long time	roadside	no	no	yes
5	poor	long time	roadside	no	yes	entry
6	poor	long time	roadside	no	yes	entry
7	poor	long time	roadside	no	yes	entry
8	good		roadside	no	no	entry
9	poor	long time	roadside	yes	no	entry
10	poor	long time	roadside	no	no	entry
11	poor	long time	roadside	no	no	entry
12	poor	long time	roadside	no	no	entry
13	poor	long time	roadside	no	no	entry
14	poor	4 years	roadside	no	no	yes
15	poor	years	roadside	no	no	yes
16	poor	long time	roadside	no	no	yes

FURNISHINGS.

Desks — Style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	Town.
old single	15	no	no		A 1
new double	30	no	no		2
old double	15	no	no		3
old double	20	no	no		4
around room	30	no	no		5
around room	15	no	no		6
old double	40	no	no	30	B 1
new double	40	no	no		2
new double	66	no	no		3
new double	40	1	no		4
old double	40	1	yes		5
new double	100	no	yes		6
new double	100	no	yes	12	7
old style chairs	30	1	no		8
new double	35	no	no		9
new single	180	1	yes	10	10
old, around room	18	no	no		11
new double	50	no	no		12
old double	20	no	no		13
new double	60	no	no		14
new double	20	1	no		15
old double	10	no	no		16

TABLE I.—BUILDINGS AND GROUNDS.

Town.	Condition.	How long since Repaired.	Location Where.	Cellar.	Well.	Cloak Room.
C						
1	good	6 months	on lot	yes	no	yes
2	good	1 year	roadside	no	no	entry
3	fair		roadside	no	no	yes
4	poor	years	roadside	no	no	entry
5	poor	4 years	roadside	no	no	entry
6	poor	years	roadside	no	no	entry
7	poor	2 years	roadside	no	no	entry
8	poor	2 years	roadside	no	no	entry
9	good	1 year	roadside	no	no	entry
10	poor	years	roadside	no	no	entry
11	poor	years	roadside	no	no	entry
12	poor	years	roadside	no	no	entry
D						
1	poor		roadside	no	no	entry
2	poor	10 years	roadside	no	no	entry
3	poor	5 years	roadside	no	no	entry
4	poor		roadside	no	no	entry
5	poor		roadside	no	no	entry
6	poor		roadside	yes	no	entry
7	poor		roadside	no	yes	entry
E						
1	good	8 months	back from road	no	no	entry
2	poor		roadside	no	no	entry
3	poor	" "	roadside	no	no	entry
4	fair	1 year	back from road	yes	no	entry
5	fair	6 months	roadside	no	no	entry
6	good	new	roadside	no	no	entry
7	good	1 year	in lot	no	yes	entry
8	poor	never	roadside	no	no	entry
9	fair	2 years.	roadside	no	no	entry
10	good	new	roadside	no	no	entry

FURNISHINGS.

Desk -- Style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	TOWN.
new style single	all possible	yes	yes	350	C 1
new style double	35	no	yes		2
5 to a desk long desk chair	40	yes	no		3
old double	20	no	no		4
old double	48	broken	yes	28	5
old double	30	1	no	26	6
new double	100	1	yes	34	7
old double	35	1	yes	47	8
old double	30	3	yes		9
old, around rooms	24	3	yes		10
old, around rooms	15	no	no		11
new single	35	1	yes		12
old single	70	1	yes	14	D 1
new single	72	1	yes		2
old single	150	1	yes		3
old single	16	no	no		4
new single	40	1	yes		5
new single	70	yes	yes	77	6
new single	120	1	yes		7
new single	250	1	no		E 1
old double	30	1	no		2
new double	80	no	no		3
new single	150	no	no		4
around room	7	no	yes		5
new double	none	no	no		6
new double	175	1	yes	109	7
around room	10	no	no		8
around room	40	1	1		9
new double	50	1	yes		10

TABLE I.—BUILDINGS AND GROUNDS.

Town.	Condition.	How long since Repaired.	Located Where.	Cellar.	Well.	Cloak Room.
F						
1	poor	long time	roadside	no	no	entry
2	fair	6 months	roadside	no	no	entry
3	fair	6 months	roadside	yes	no	entry
4	poor	10 years	in lot	no	yes	entry
4a	poor	5 years	in lot	no	yes	entry
5	poor	long time	roadside	no	yes	entry
6	poor	long time	roadside	no	yes	entry
7	poor	long time	roadside	no	no	entry
8	fair	4 years	roadside	yes	yes	entry
9	fair	4 years	roadside	no	no	entry
G						
1	poor	not for years	roadside	no	no	entry
2	poor	10 years	roadside	no	no	entry
3	fair	5 years	roadside	no	no	entry
4	fair	3 years	roadside	no	no	entry
5	fair	2 years	roadside	no	no	entry
6	poor	long time	roadside	no	yes	entry
7	poor	long time	roadside	no	no	entry
H						
1	poor	7 years	roadside	no	no	entry
2	poor	9 years	roadside	no	no	entry
3	poor	25 years	roadside	no	no	entry
4	poor	15 years	roadside	no	no	entry
5	poor	25 years	roadside	no	no	entry
6	fair	5 years	roadside	no	no	entry

FURNISHINGS.

Desks — Style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	TOWN.
modern double	120	no	yes	60	F 1
modern double	20	no	yes		2
modern double	40	no	yes		3
modern double	75	no	yes		4
old double	75	no	yes		4a
new double	150	no	no		5
new double	30	no	no		6
old double	70	no	yes		7
new double	40	no	yes		8
new double	50	no	yes		9
new double	50	no	no		G 1
around room	30	no	no		2
new double	60	no	no		3
new double	75	no	no		4
old double	30	no	no		5
around room	26	no	no		6
new double	50	no	no		7
old double	60	no	no		H 1
new double	35	no	no		2
old benches	30	no	yes		3
old benches	12	no	no		4
old benches	15	no	no		5
new double	15	no	no		6

TABLE I.—BUILDINGS AND GROUNDS.

Town.	Condition.	How long since Repaired.	Location Where.	Cellar.	Well.	Cloak Room.
I						
1	good	6 months	roadside	no	no	entry
2	good	3 months	in lot	no	no	entry
2a	good	3 months	roadside	no	yes	entry
3	fair	5 years	in lot	yes	yes	yes
4	fair	3 months	roadside	no	yes	entry
4a	poor	10 years	roadside	no	no	entry
4b	poor	long time	roadside	no	no	entry
5	poor	long time	roadside	no	no	entry
6	poor	12 years	roadside	no	no	entry
J						
1	good	1 month	roadside	no	no	entry
1a	poor	years	roadside	no	no	entry
2	poor	5 years	in lot	no	no	entry
3	poor	10 years	roadside	no	no	entry
4	fair	5 years	roadside	no	no	entry
5	fair	5 years	roadside	no	no	entry
6	good	6 months	roadside	no	no	entry
K						
1	good	1 year	in lot	yes	yes	yes
2	good	1 year	in lot	no	yes	yes
3	good	1 year	roadside	no	no	yes
4	poor	long time	in lot	no	no	yes
5	good	1 year	roadside	no	no	entry
6	fair		roadside	no	no	entry
7	fair	2 years	roadside	no	no	entry
8	poor	Never	roadside	no	no	entry
9	poor	long time	roadside	no	no	entry
10	poor	long time	roadside	no	no	entry
11	poor	long time	roadside	no	no	entry
12	poor	long time	roadside	no	no	entry

FURNISHINGS.

Desks— Style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	TOWN.
wooden desks and benches	15	no	no		I 1
new double	60	yes	yes	13	2
new double	10	no	no		2a
new double	200	yes	yes	40	3
wooden desks and benches	18	no	no	219	4
wooden desks and benches	15	no	no		4a
new double	30	no	no		4b
wooden desks. and benches	15	no	no		5
old around room	15	no	no		6
new single	25	yes	yes		J 1
new double	75	no	no		1a
new double	150	no	yes		2
new double	50	no	yes		3
new donble	36	no	yes		4
new chairs	25	no	yes		5
old around room	40	no	yes		6
new single	300	yes	yes		K 1
new double	600	yes	yes		2
new double	130	no	no		3
new double	100	no	no		4
old double	28	no	no		5
old double	24	no	no		6
old double	100	no	no		7
around room	50	no	no		8
old double	50	no	no		9
around room	24	no	no		10
old double	20	no	no		11
old double	40	no	no		12

TABLE I.—BUILDINGS AND GROUNDS.

TOWN.	Condition.	How long since Repaired.	Located Where.	Cellar.	Well.	Cloak Room.
L						
1	good	6 months	rear of lot	yes	yes	no
2	poor	10 years	roadside	no	yes	use entry
3	fair	1 year	roadside	no	no	yes
4	fair	3 years	roadside	no	no	no
5	fair	6 months	roadside	yes	yes	yes
6	fair	2 years	roadside	no	yes	yes
7	fair	1 year	roadside	no	no	entry
8	poor	10 years	roadside	no	no	entry
9	fair	1 year	roadside	no	no	entry
10	fair	3 years	centre of lot	no	no	entry
11	fair	7 years	centre of lot	yes	yes	yes
M						
1	fair	5 years	roadside	no	no	entry
2	fair	5 years	in lot	no	no	entry
3	fair	4 years	roadside	no	no	entry
4	poor		roadside	no	no	entry
5	good	1 year	roadside	no	no	entry
6	good	1 year	roadside	no	no	entry
7	poor	not recently	roadside	no	no	entry
8	fair	1 year	roadside	no	no	entry
9	fair	4 years	roadside	no	no	no
10	fair	4 years	roadside	no	no	entry
11	fair	4 years	roadside	no	no	entry
12	poor	long time	roadside	no	no	entry
13	poor	long time	roadside	no	no	entry
14	fair	2 years	roadside	no	no	entry
15	fair	3 years	roadside	no	no	

FURNISHINGS.

Desks — Style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	TOWN.
old single	825	I	yes	6	L 1
old single	100	I	yes		2
new double	120	I	yes		3
around room	63	I	no		4
new single	518	I	yes		5
new single	84	no	yes		"
new single	120	no	yes		6
new double	75	no	no		7
new double	77	no	yes		8
around room	50	no	yes		9
new double	270	yes	yes		10
new double	350	no	yes		11
new double	50	I	yes	29	M 1
new single	286	I	yes		2
old single	75	o	no		3
old double	50	yes	yes		4
old single	48	yes	yes		5
old double	54	no	no		6
old double	20	no	no		7
new double	75	no	no		8
new double	75	no	no		9
around room	40	no	no		10
new double	100	no	no		11
old double	25	no	no		12
old double	25	no	no		13
old single	64	no	no		14
old double	32	no	no		15

TABLE I.—BUILDINGS AND GROUNDS.

TOWN.	Condition.	How long since Repaired.	Location Where.	Cellar.	Well.	Cloak Room.
N						
1	fair	2 years	roadside	no	no	entry
2	fair	1 year	roadside	no	no	entry
3	good	6 months	in lot	no	no	entry
4	poor	never	in field	no	no	entry
5	poor	5 years	in lot	yes	yes	entry
6	fair	1 year	roadside	no	no	entry
7	fair	1 year	roadside	no	no	yes
7	fair	1 year	roadside	no	no	yes
7	poor	4 years	roadside	no	no	yes
8	fair	6 months	in lot	no	no	entry
9	fair	6 months	roadside	no	yes	entry
10	fair	1 year	in lot	no	no	entry
11	poor	4 years	roadside	no	no	entry
12	poor	5 years	roadside	no	no	entry
13	poor	not recently	in lot	yes	no	entry
14	fair	2 years	in lot	no	yes	yes
15	fair	2 years	roadside	no	no	entry
O						
1	fair	don't know	center lot	no	yes	entry
2	fair	2 years	roadside	no	no	entry
3	good	1 year	in lot	no	no	entry
4	poor	long time	in lot	no	no	entry
5	good	1 year	in lot	yes	no	entry
P						
1	fair	1 year	roadside	yes	no	entry
2	fair	2 years	roadside	no	no	entry
2a	good	new	roadside	no	no	entry
2b	good	new	roadside	no	no	entry
3	good	new	roadside	no	no	entry

FURNISHINGS.

Desks — Style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	TOWN.
old wooden	40	no	no		N 1
new double	80	yes	yes	24	2
new single	1,076	yes	yes	25	3
old double	25	no	no	59	4
new single	600	no	yes		5
old around room	25	yes	2		6
new double	100	yes	yes	50	7
new double	500	no	yes		7
new double	300	yes	yes		7
wooden benches and desks.	60	no	no		8
wooden benches and desks.	25	no	yes	12	9
wooden benches and desks.	50	no	no		10
new double	90	no	yes		11
new double	65	no	no		12
wooden desks and benches.	320	yes	yes		13
new single	800	yes	yes	340	14
wooden desks and seats	25	no	yes	18	15
new single	1,000	yes	yes	329	O 1
new single	36	no	no	42	2
new double	400	1	yes	350	3
new single	140	no	yes		4
new single	600	no	yes		5
new double	50	no	yes		P 1
old double	50	1	yes		2
old double	75	no	yes		2a
new double	50	no	no		2b
new double	45	no	yes		3

TABLE I.—BUILDINGS AND GROUNDS.

Town.	Condition.	How long since Repaired.	Location Where.	Cellar.	Well.	Cloak Room.
Q						
1	good	2 years	roadside	no	no	no
2	good	2 years	roadside	no	no	no
2a	fair	5 years	roadside	no	no	no
2b	fair	1 year	roadside	no	no	yes
3	fair	6 months	roadside	no	no	no
4	good	new	in lot	no	no	entry
5	good	1 year	roadside	no	no	entry
6	good	1 year	roadside	no	no	entry
6a	good	new	roadside	no	no	entry
7	good	1 year	in lot	yes	yes	yes
R						
1b	fair	3 years	in lot	yes	yes	entry
1	fair	1 year	in lot	yes	yes	entry
1a	poor	never	roadside	yes	yes	entry
2	poor	never	roadside	yes	yes	entry
2a	poor	never	in lot	yes	yes	entry
3	poor	8 years	on green	yes	yes	entry
4	fair	1 year	roadside	yes	yes	entry
5	poor	long time	roadside	yes	yes	entry
5a	fair	2 years	roadside	yes	yes	entry
6	poor	5 years	pasture	yes	yes	entry
7	poor	5 years	in lot	yes	yes	entry
8	fair	2 years	in lot	yes	yes	entry
8a	good	new	roadside	yes	yes	entry

FURNISHINGS.

Desks — Style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	TOWN.
old double	75	yes	yes		Q 1
old double	75	yes	yes		2
around room	20	no	no		2a
old double	25	no	no		2b
old double	35	1	yes		3
new double	200	yes	yes		4
old double	40	yes	yes		5
old double	125	yes	yes		6
new double	60	yes	yes		6a
new double	1500	yes	yes	(?)	7
around room	22	no	no		R 1b
old benches	90	no	no		1
around room	28	no	no		1a
around room	15	no	no		2
around room	38	no	no		2a
around room	36	yes	no		3
old chairs	50	no	no		4
around room	25	no	no		5
around room	15	no	no		5a
around room	16	yes	no		6
new double	26	yes	no		7
new single	124	yes	no		8
old double	25	no	no		8a

TABLE I.—BUILDINGS AND GROUNDS.

TOWN.	Condition.	How long since Repaired.	Located Where.	Cellar.	Well.	Cloak Room.
S						
1a	fair	4 years	roadside	yes	no	entry
1	fair	1 year	in lot	yes	yes	yes
2	poor	7 years	in lot	yes	no	entry
3	fair	4 years	roadside	yes	no	entry
4	poor	8 years	roadside	yes	no	entry
5	fair	5 years	roadside	yes	no	entry
5a	fair	4 years	roadside	yes	no	entry
6	fair	3 years	roadside	yes	no	entry
T						
1	good	every year	in lot	yes	city water	yes
1	good	every year	in lot	yes	city water	yes
1	good	every year	in lot	yes	city water	yes
1	good	every year	in lot	yes	city water	yes
1	good	every year	in lot	yes	city water	yes
1	good	every year	in lot	yes	city water	yes
2	good	every year	in lot	yes	city water	yes
2	good	every year	in lot	yes	city water	yes
2	good	every year	in lot	yes	city water	yes
2	good	every year	in lot	yes	city water	yes
3	good	every year	in lot	yes	city water	yes
3	good	every year	in lot	yes	city water	yes
4	good	every year	in lot	yes	yes	yes
4	good	every year	in lot	yes	yes	yes
5	poor	never	roadside	yes	city water	entry
5	fair	1 year	in lot	no	no	entry
5	fair	2 years	in lot	no	no	entry
6	fair	1 year	in lot	no	no	entry
7	fair	3 years	roadside	no	no	entry
8	fair	6 months	roadside	no	no	entry

FURNISHINGS.

Desks — Style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	Town.
new double	60	no	no	25	S 1a
new double	400	yes	yes		1
old double	65	no	no		2
new double	60	no	no		3
new double	65	no	no		4
old double	250	yes	no		5
old double	50	no	no		5a
old double	100	no	no		6
new single	4400	yes	yes		T 1
new single	600	yes	yes		1
new single	650	yes	yes		1
new single	700	yes	yes		1
new single	1800	yes	yes		1
new single	700	yes	yes		1
new single	1200	yes	yes		2
new single	1200	yes	yes		2
new single	250	yes	yes		2
new single	1000	yes	yes		2
new single	1800	yes	yes		3
new single	600	no	no		3
new single	2800	yes	yes		4
new single	1200	yes	yes		4
new chairs	200	yes	yes		5
new single	100	no	no		5
new single	125	no	no		5
new single	300	no	yes		6
wooden benches and chairs	100	no	no		7
wooden benches and chairs	40	1	no		8

TABLE I.—BUILDINGS AND GROUNDS.

TOWN.	Condition.	How long since Repaired.	Located Where.	Cellar.	Well.	Cloak Room.
T						
9	fair	1 year	in lot	no	no	entry
10	fair	2 years	in road	no	"	entry
11	fair	1 year	in lot	no	city water	entry
12	fair	2 years	in lot	yes	well	yes
U						
1	poor	6 months	in lot	yes	city water	yes
2	poor	6 months	in lot	yes	city water	yes
4	poor	6 months	in lot	yes	city water	yes
5	poor	1 year	in lot	yes	city water	yes
5	poor	1 year	in lot	yes	city water	yes
6	good	5 years	in lot	no	city water	yes
7	fair	6 months	in lot	basem'nt	city water	yes
8	fair	1 year	in lot	basem'nt	city water	yes

FURNISHINGS.

Desks — style.	Number Square Feet Blackboard.	Globes.	Maps.	Volumes in Library.	TOWN.
new style single	500	no	no		T 9
wooden benches and seats	60	no	no		10
new single	1,600	1	yes		11
new double	400	no	yes		12
new single	450	1	yes		U 1
new single	1,400	yes	yes		2
new double	1,200	yes	yes		4
new double	900	yes	yes		5
old double	400	no	no		5
new double	1,317	2	yes		6
new and old	1,080	1	yes		7
new double	800	2	yes		8

The following is a partial summary :

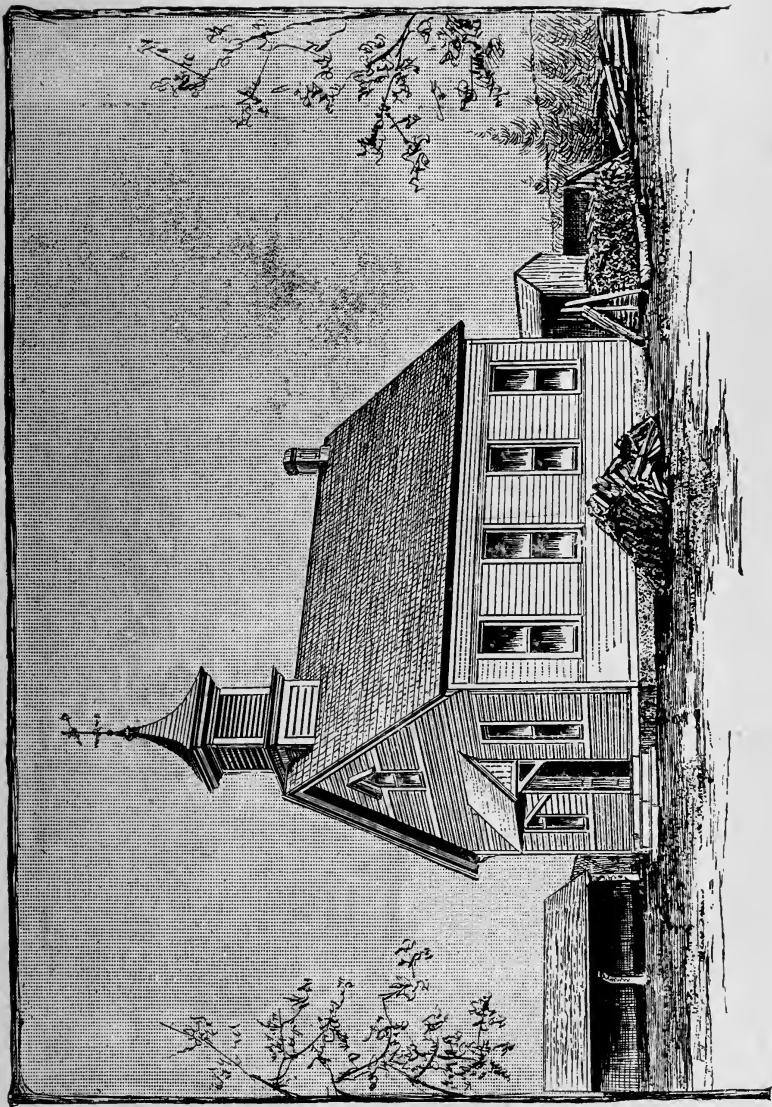
Number of school-houses rated good, 51.

Number of school-houses rated fair, 77.

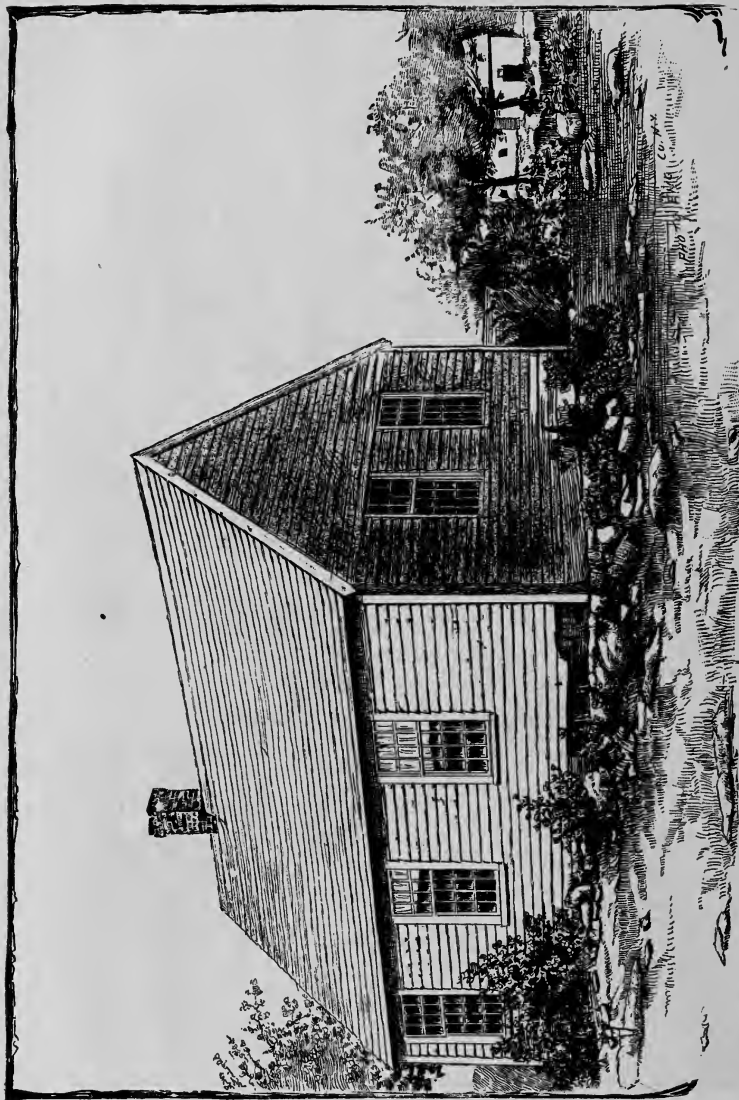
Number of school-houses rated poor, 90.

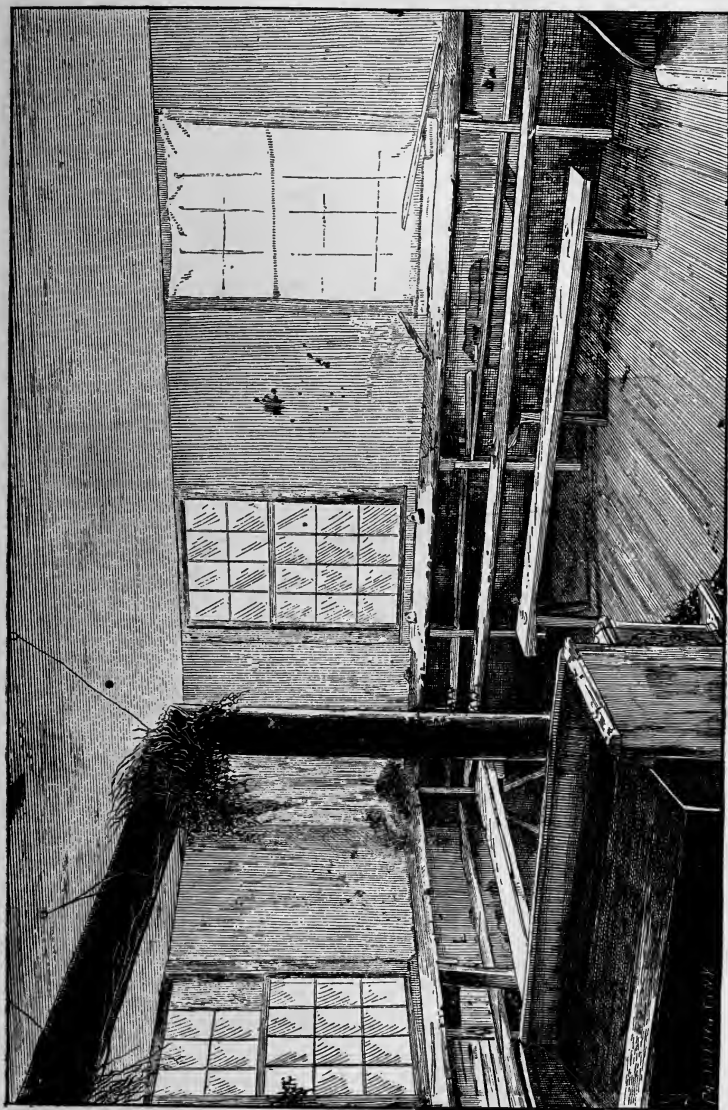
Illustrations. The following pages give a few illustrations of the buildings rated "poor," and also one of those rated "good." The buildings rated "poor," and here pictured, are no worse than many others which might be given. All were situated in districts and towns which could not plead poverty or unusual taxation.

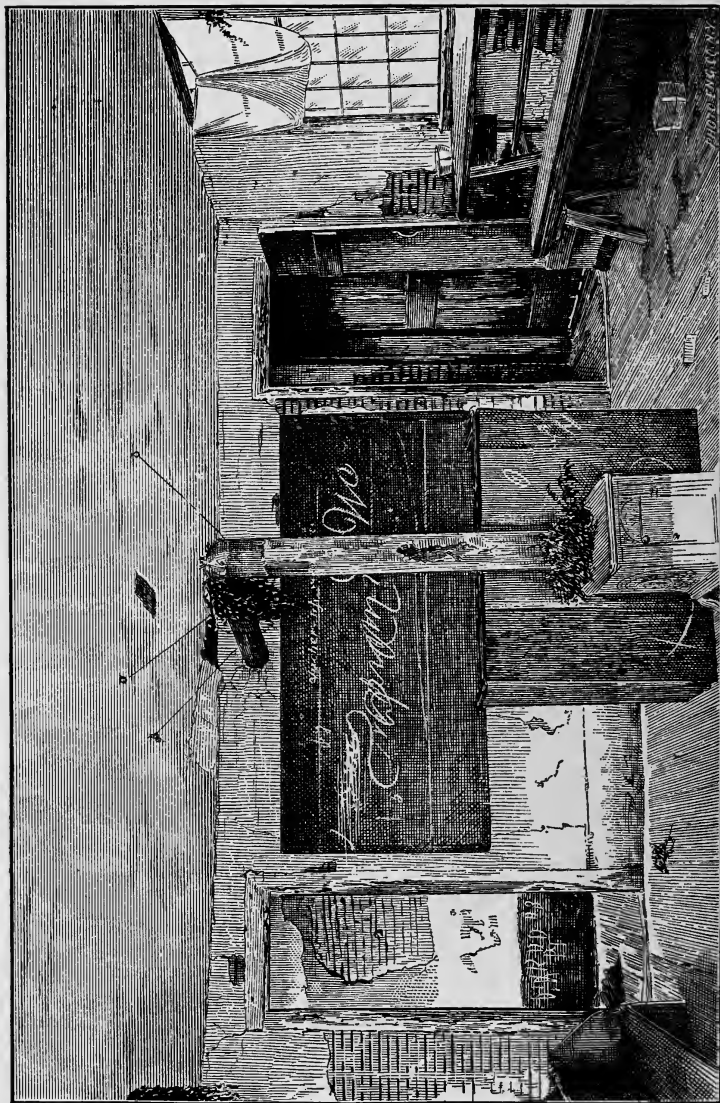
Numbers 2, 3, and 4, are interior and exterior views of the same building. Numbers 3 and 4 illustrate the oldest style of seats. Number 5 shows the style of seat which succeeded the oldest. Numbers 7 and 8 are from another county, and illustrate the old and the new.

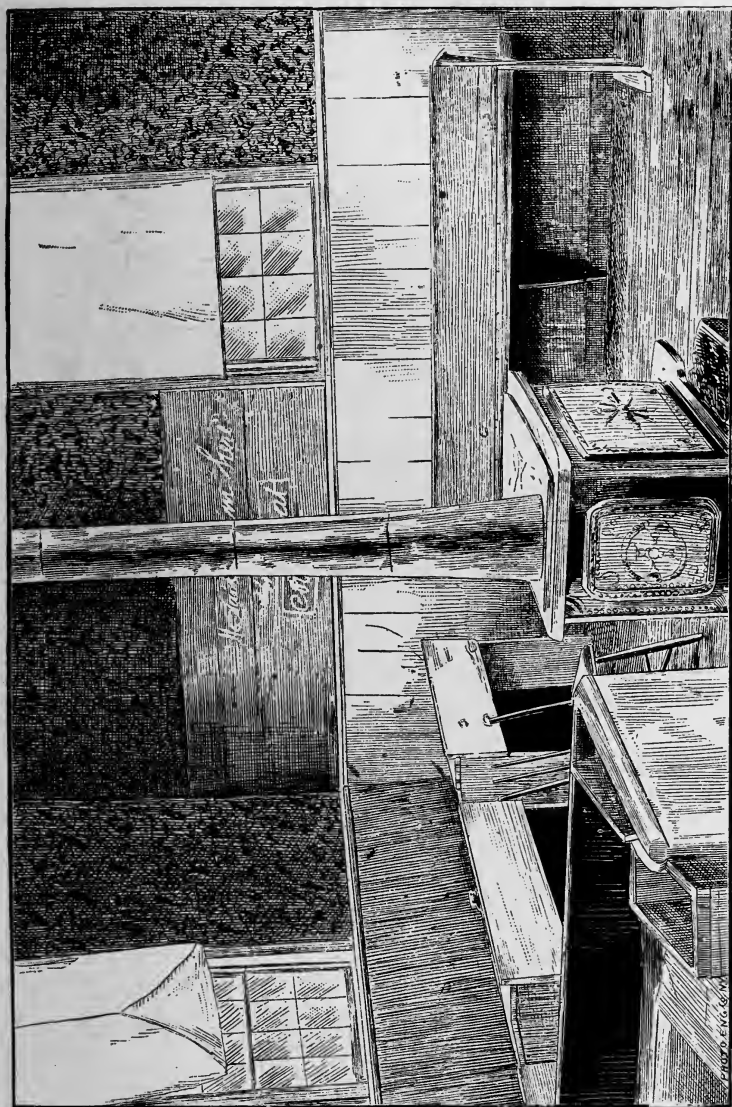


NUMBER ONE.

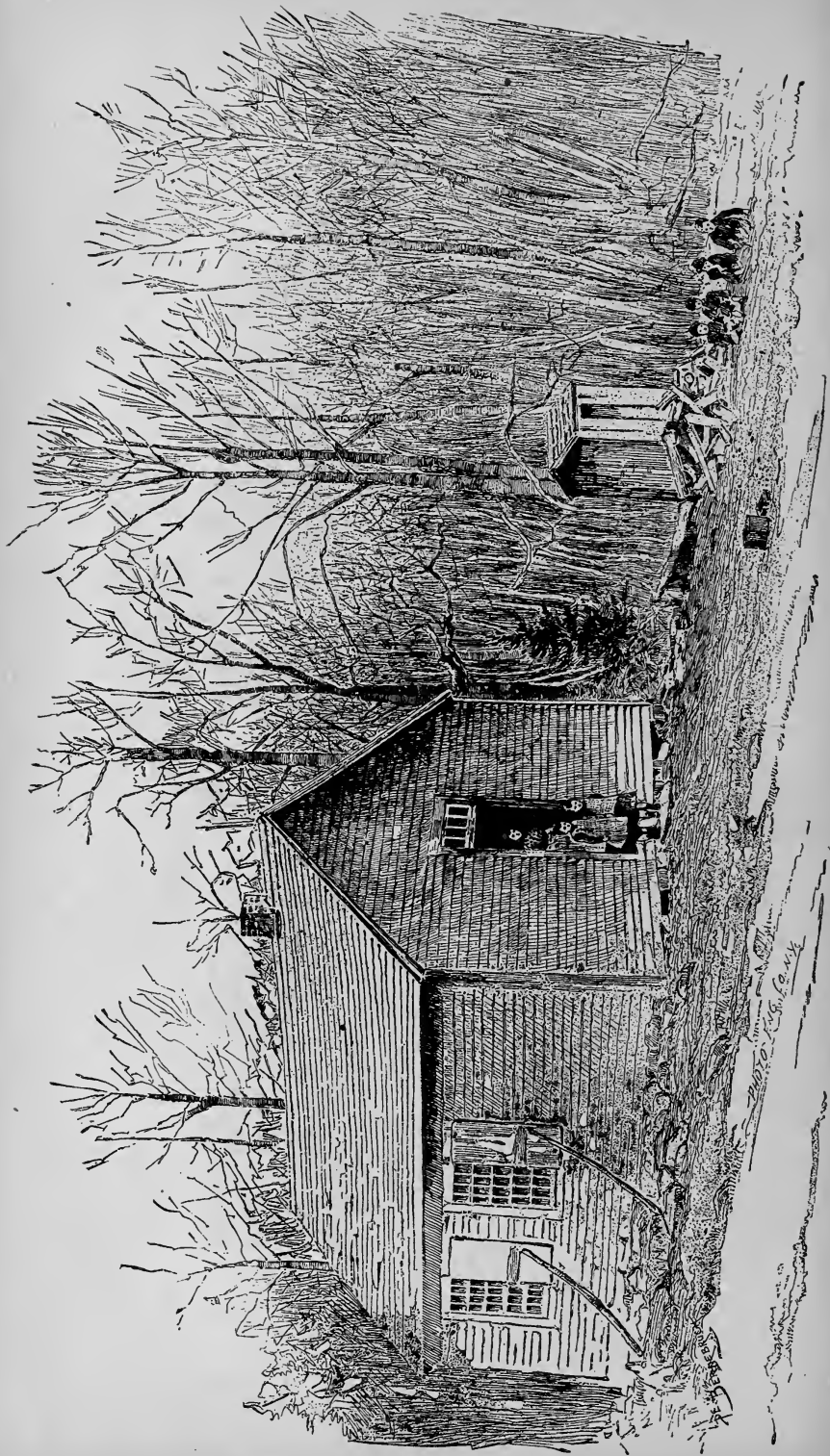




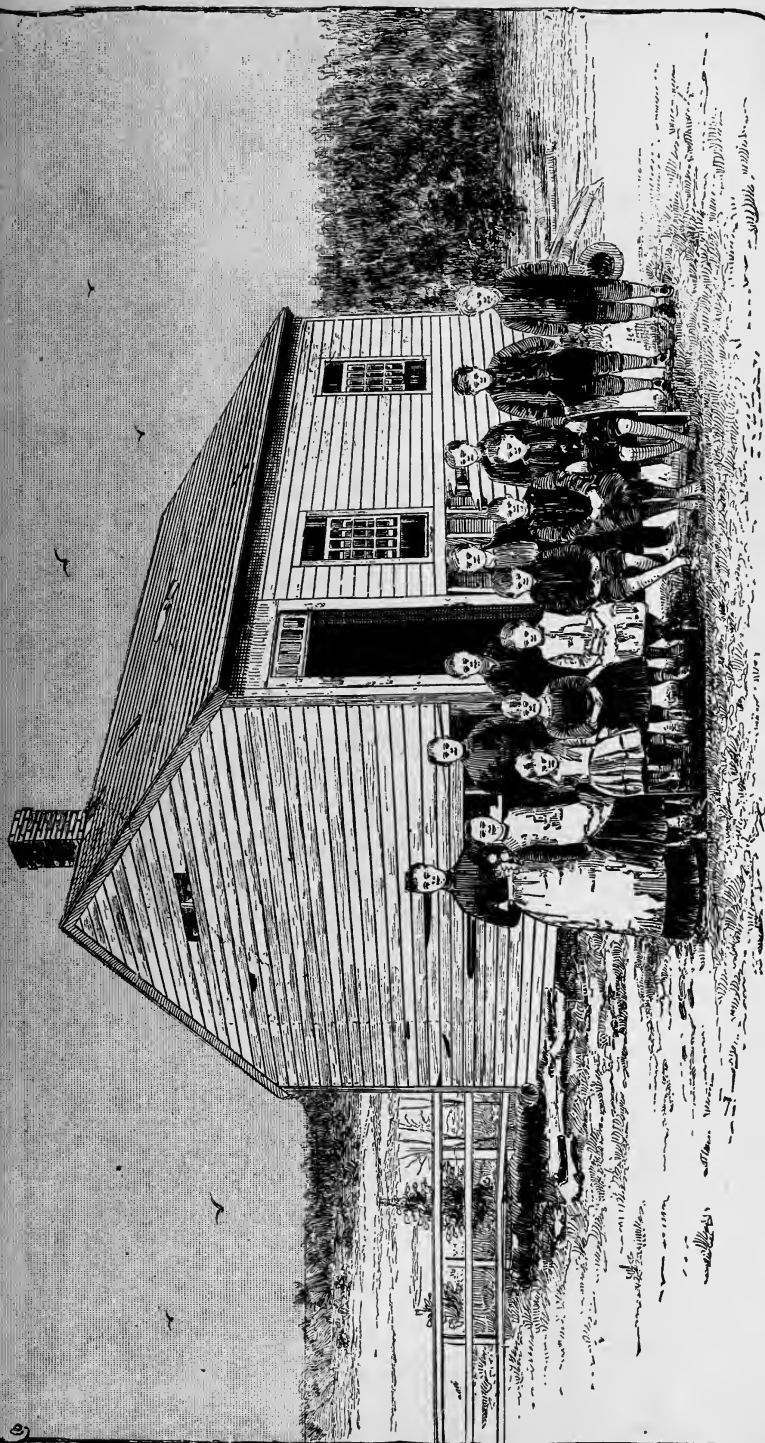




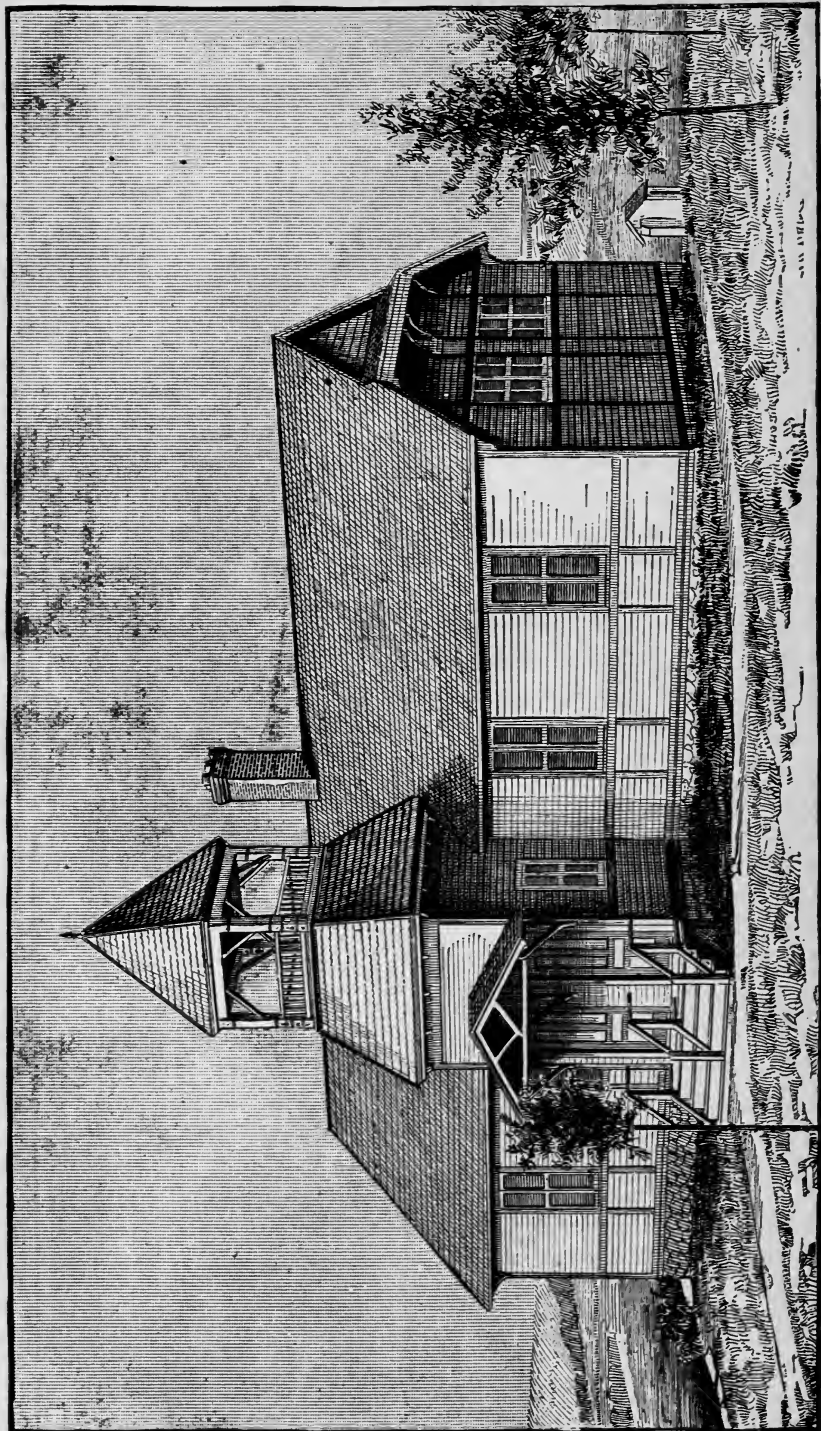
NUMBER FIVE.



NUMBER SIX.



NUMBER SEVEN—THE OLD.



NUMBER EIGHT — THE NEW.

Condition.—The appearance of the school buildings rated “poor” gives the impression of great neglect. Clapboards are loose, the blinds without fastenings, plastering cracked and gone, desks cut and unpainted, floors old and dirty, no chairs for visitors, glass broken, carvings and pencilings on the entrance door or in the entry; too often suggestions of impurity are suffered to remain, and are object lessons for the youngest. They either were not ventilated at all, or were so open as to subject children to draughts. They were out of repair in every possible direction, the record showing that not a few had received no attention for many years. *About fifty school-houses were not, when visited, suitable places for school.* In fine, nothing about the premises speaks of interested care for the school-house, the place where children spend a quarter of their waking hours.

Children will cheerfully keep a school-room tidy, and can be taught the pleasure and comforts of neatness. Many schools were found to be delightfully orderly and neat; but if buildings have been long neglected neither teacher nor children can be expected to make them attractive. There is no encouragement to endeavor and slovenliness ensues. Without doubt there are many children who have never seen a neat and attractive school-house, and in whose minds school is always associated with a neglected and dilapidated building.

Location, etc. Buildings located at the roadside have no fenced lot or play-ground. It does not, however, indicate that the situation is unfit or cramped.

“In the lot” indicates that there is a lot owned by the district, and used for school purposes only.

The number of school-houses having cellars was 58.

The number of school-houses having wells or other means of obtaining water was 68.

The entries were generally used for cloak-rooms. This arrangement does not indicate inconvenience.

Furniture.—The variety of desks was very great.

The number of schools having new single desks is 43. Where these are found there is interested and progressive management.

The number having the oldest style, "around the room," is 26. (See number 3, page 139.)

By "old double desks" are meant those entirely of wood. They succeeded, in point of time, the benches and desks around the room. By new double desks are meant those of which the standards are entirely of iron. These succeeded the wooden desks before mentioned. They are, however, of various patterns, and some are not new or comfortable.

Many of the desks, notably the older, are narrow and uncomfortable, insuring bodily discomfort and pain, and entire inability to study. These ancient relics were cut and marked. They displayed the abundant industry of children when allowed to exercise their minds in natural ways, and presented still stronger evidence of the indifference with which the school-house and its furniture were regarded by their parents.

The whole interior of many buildings bore no evidence that the comfort of the children or of the teacher had been thought of, or that the influence of surroundings was a matter of any importance.

Value.—In one town the ten school-houses are reported to be worth not more than \$1,000. In another and wealthy town seven buildings, at a high valuation, would not exceed \$650.

Appliances.—In 34 school-houses there are less than 25 square feet of blackboard. This is entirely insufficient for teachers' use if scholars never work upon it.

In 55 there are between 25 and 50 square feet.

Globes are found in 85 schools.

Maps are found in 107 schools.

There are a few notable cases of liberality in providing what makes teaching interesting and efficient, and furnishes the most favorable conditions for work by teachers and scholars. The evidence is, however, that generally these things have never entered into the thoughts of the executive officers of the district.

This lack of repairs, material, appliances, and neglect of

the surroundings and conditions in which children must work, is partially due to the difficulty of securing such advantages and aids. All these things must be supplied by the district, through its agent, the committee. He receives from the town and State no funds which can be legally devoted to these purposes. If the law be strictly regarded a pane of glass called repairs cannot be bought without levying therefor a tax upon the district. Districts do not like to be taxed. Where there is liberality and willingness to meet all desirable outlay, the expense of assessing and collecting a tax is large, often exceeding the amount realized. Such an enforced contribution, a disproportionate part of which does not help the school at all, is a discouragement, and tends to defer repairs or improvements. Moreover, the trouble of assessment and collection is so great that none advocate, much less undertake, the labor of carrying to a conclusion the taxing process, and putting into the school the desired articles.*

Libraries.—Twelve libraries are reported. Five dollars a year can be obtained from the State for library or apparatus if an equal amount is raised by the district. This sum may be charged to incidentals, or may be raised by voluntary contributions. Occasionally the town appropriates a sum necessary to obtain this grant from the State. In the past year 30 districts have availed themselves of this grant. This would show that the liberality of the State is not appreciated.

There is evidence of former expenditures in the broken apparatus and torn maps. The obvious negligence of this matter is due to changing committees. No continued care of the books and apparatus is possible. The records show that the State has since 1856 granted to many towns large sums of money of which no vestige or trace can be found.

There is little information showing misappropriation, and

* In one case the expense of raising \$10 was \$15. There was no insurance on a new school-house recently burned because the few dollars needed for this purpose *must be raised by tax*.

the investigation did not extend minutely to the methods of spending the library money. In one case it was said that the money was used to shingle an out-building, and testimony was offered to show that the money had been spent in buying a stove and for various repairs, and that the money raised by voluntary contributions had been pocketed by the committee. Such diversions of the money and waste of material are numerous enough to show that the town should have more immediate control of the expenditure, and provide for the preservation of the books and apparatus.

Out-buildings. — The following table shows the condition of the out-buildings.

Those rated "good" are clean and in good repair.

Those rated unfit are unclean, out of repair, and in about 20 cases covered with placards of impurity.

	No. DISTRICTS HAVING —		No. OUT BUILDINGS RATED AS —				No. DISTRICTS HAVING —		No. OUT BUILDINGS RATED AS —		
	One out- building.	Two out- buildings.	Good.	Fair.	Unfit.		One out- building.	Two out- buildings.	Good.	Fair.	Unfit.
A	6	0	1	0	5	L	3	8	10	6	3
B	13	3	9	5	2	M	7	8	17	2	4
C	10	2	1	8	5	N	9	8	21	1	3
D	7	0	..	2	5	O	1	4	4	3	2
E	8	2	5	0	5	P	5	0	5	0	0
F	8	2	6	3	3	Q	8	2	9	2	1
G	6	1	1	4	3	R	11	2	13	2	0
H	6	0	2	2	2	S	3	5	11	2	0
I	6	3	8	4	0	T	3	21	41	4	0
J	7	0	5	0	2	U	0	8	14	0	2
*K	6	5	9	2	5						

* In one district there is no out-building.

The following is a summary of the foregoing table :

Number of out-buildings rated good,	-	-	-	192
fair,	-	-	-	52
unfit,	-	-	-	52

TEACHERS.

[See Appendix, page 182; also table II, page, 152*.]

Summary of Statistics for the year ending August 31, 1888.

Number of teachers in winter — male 94, female, 287,	381
Decrease — male, 7; increase — female, 6; total decrease,	1
Number of teachers in summer — male, 40; female, 335; total,	375
Decrease — male, 6; increase — female, 6.	
Number continued in same school,	304
Number of teachers who never taught before,	52
Increase for the year,	7
Average wages per month of male teachers,	\$50.36
Increase for the year,	2.13
Average wages per month of female teachers,	\$33.04
Decrease for the year,	1.92
Number of teachers whose wages was \$20 or less per month — male, 8; female, 30; total,	38
Number of teachers whose wages was from \$20 to \$25 per month — male, 19; female, 77; total,	96
Number of teachers whose wages was \$25 to \$30 per month,	72
Number of teachers who had attended Normal School,	31
Decrease for the year,	3
Number of teachers' meetings held during the year,	1

1. The total wages of 38 teachers does not exceed \$4,700, or \$125 a year.

The total wages of 96 teachers does not exceed \$15,000, or an average of \$150 per year.

The following is a summary for years 1866-88 :

REPORT OF YEAR.	NUMBER OF TEACHERS.		NUMBER OF TEACHERS.		Continuously em- ployed.	Beginners.	AVERAGE WAGES.		Amount paid for teachers' wages.
	Winter.		Summer.				Male.	Female.	
	Male.	Female.	Male.	Female.					
1866	115	190	22	278	160	87	\$39.80	\$21.29	\$56,296.52
1867	112	197	23	284	163	90	41.56	22.21	67,864.78
1868	105	208	21	291	180	91	47.11	24.07	76,970.88
1869	123	191	29	279	196	77	47.64	25.85	83,315.18
1870	124	197	28	291	233	90	51.28	27.69	90,266.34
1871	127	202	30	296	185	81	53.02	28.58	100,644.38
1872	127	205	31	299	193	79	54.27	29.63	105,812.92
1873	130	208	31	299	210	81	53.74	30.87	106,390.90
1874	135	206	33	306	189	83	54.96	32.53	114,795.74
1875	121	232	35	310	218	80	56.11	32.27	120,436.28
1876	125	227	38	303	226	66	58.02	33.81	122,590.69
1877	131	224	40	312	212	101	58.94	33.08	125,667.33
1878	126	227	40	309	229	55	54.77	31.88	120,879.88
1879	147	218	49	308	218	78	49.63	31.71	121,824.38
1880	138	229	44	318	238	55	47.78	30.85	118,266.99
1881	140	232	50	315	234	89	46.33	31.31	118,330.71
1882	129	255	51	330	260	55	50.19	31.18	117,457.29
1883	134	246	46	333	262	60	48.32	31.75	120,613.12
1884	114	265	42	338	287	57	47.02	30.66	120,217.38
1885	114	261	45	330	266	63	50.31	32.20	121,656.91
1886	99	291	48	332	311	50	52.12	32.62	121,645.75
1887	103	283	45	335	300	67	51.18	32.98	125,553.71
1888	101	281	46	329	304	45	48.23	34.96	124,974.17
1889	94	287	40	335	304	52	50.36	33.04	123,332.96

The information in the following table was gathered in connection with the tests applied to each school.

The table contains information as to education, preparation, and qualification of those who are teaching. It also briefly summarizes the methods pursued in Reading and Writing, and character of the supervision which has been referred to on pages 100-105.

TABLE II.

STATISTICAL TABLES SHOWING CONDITION OF SCHOOLS
IN NEW LONDON COUNTY, 1887-8.

TABLE II.—STATISTICAL TABLES SHOWING CONDITION

TOWN.	TEACHER.									READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
A											
1	Academy	No...	No.....	.....	No.....	1	1	16	16	Alphabet ..	No....
2	Public School.....	No...	No.....	.....	No.....	36	13	23	23	Alphabet ..	No....
3	Academy	No...	Yes.....	No.....	No.....	2	2	15	15	Alphabet ..	No....
4	Academy	No...	No.....	.....	No.....	2	2	23	23	Alphabet ..	No....
5	District School.	No...	No.....	.....	No.....	2	2	21	21	Alphabet ..	No....
6	Academy	No...	No.....	.....	No.....	0	0	18	18	Alphabet ..	No....
B											
1	Academy	No...	No.....	.....	No.....	2	0	19	25	Alphabet ..	No....
2	Private School.....	No...	No.....	.....	No.....	14	7	18	24	Word.....	Yes....
3	Private School.....	No...	No.....	.....	No.....	12	0	18	17	Word.....	Yes....
4	Public School.....	No...	No.....	.....	No.....	0	0	17	22	Alphabet ..	No....
5	Private School.....	No...	No.....	.....	No.....	100	40	22	31	Alphabet ..	No....
6	District School.....	No...	Yes.....	1883.....	Yes.....	36	6	17	19	Word and sentence	Yes....
7	Private School.....	No...	No.....	.....	No.....	100	70	14	21	Word.....	No....
8	Academy	No...	No.....	.....	No.....	4	2	15	17	Word.....	Yes....
9	High School.....	No...	Yes.....	.....	Yes.....	3	3	17	17	Word and sentence	Yes....
10	Academy	No...	No.....	.....	No.....	17	7	19	23	Word.....	Yes....
11	District Schools.....	No...	No.....	.....	Yes.....	38	1	15	19	Word.....	Yes....
12	Select School.....	No...	No.....	.....	Yes.....	50	14	26	29	Word.....	No....
13	Public School	No...	No.....	.....	No.....	80	12	17	17	Alphabet ..	No....
14	Select School.....	No...	No.....	.....	No.....	3	3	21	21	Alphabet ..	No....
15	Academy	No...	No.....	.....	No.....	24	3	21	23	Word.....	Yes....
16	Select School.....	No...	No.....	.....	No.....	12	9	16	18	Word.....	No....
C											
1	{ College.....	No...	No.....	.....	Yes.....	4	2	8	8	Word and sentence }	Yes....
2	{ Academy.....	No...	No.....	.....	Yes.....	120	64	8	8		
2	Academy	No...	Yes.....	.....	Yes.....	17	12	13	20	Word.....	Yes....
3	Academy	No...	No.....	.....	No.....	1	1	17	19	Alphabet ..	No....
4	Academy	No...	No.....	.....	No.....	3	3	15	20	Alphabet ..	No....
5	Academy	No...	No.....	.....	No.....	16	16	20	20	Word.....	Yes....
6	Academy	No...	No.....	.....	No.....	6	6	15	26	Word.....	Yes....
7	Academy	No...	No.....	.....	Yes.....	50	50	11	13	Alphabet and word	Yes....
8	.....	No...	No.....	.....	No.....	4	4	27	39	Word and object	No....
9	Academy	No...	No.....	.....	No.....	200	80	18	32	Alphabet ..	No....

READING.			WRITING.		Is attention given to exercise, gymnastics, or health?	What supervision?	Are teachers' meetings held?	Any course of study regulated by School Visitors?	Are registers accurately kept?	Any interest in schools by parents?	TOWN.
Is oral spelling used?	Are supplementary readers used?	Is reading of children directed?	Can teacher give lessons?	What use made of copy books?							
Yes	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Accurate.....	No....	A 1
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	B 1
No..	Yes.....	No....	Yes....	Practice..	No..	Acting Visitor	No..	No..	No.....	No....	
No..	No.....	No....	No...	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	Yes.....	No....	No...	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	Yes...	
No..	Yes.....	No...	Yes....	Practice.....	Yes..	Acting Visitor	No..	No..	Yes.....	Yes...	
Yes..	Yes.....	No...	No....	Entirely.....	A little	Acting Visitor	No..	No..	Yes.....	No...	
Yes..	No.....	No....	No....	Practice.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
No..	No.....	No....	Yes....	Practice.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
No..	No.....	A little	No....	Practice.....	No..	Acting Visitor	No..	No..	Yes.....	Some..	
No..	Some.....	Yes....	Yes....	Seldom.....	Yes..	Acting Visitor	No..	No..	Yes.....	Yes...	
Yes..	No.....	A little	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	Yes...	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	C 1
Yes..	No.....	No....	No...	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	A little	Acting Visitor	No..	No..	Yes.....	Some..	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes.....	No....	
No..	Yes.....	Yes..	Yes....	Not used....	Yes..	Principal and Acting Visitor	Yes..	No..	Yes.....	Some..	
No..	No.....	No....	Yes..	For practice..	No..	Acting Visitor	Yes..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	Yes..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	Yes..	No..	Yes.....	No....	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	Yes..	No..	Yes.....	Some..	
No..	No.....	No...	Some..	For practice..	No..	Acting Visitor	Yes..	No..	Yes.....	No....	
Yes..	No.....	Yes....	Yes....	Not used....	Yes..	Acting Visitor	Yes..	No..	Yes.....	No....	2
Yes..	No.....	A little	No....	Entirely.....	No..	Acting Visitor	Yes..	No..	Yes.....	Some..	
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	Yes..	No..	Yes.....	No....	

TABLE II. — STATISTICAL TABLES SHOWING CONDITION

TOWN.	TEACHER.								READING.		
	Education	State Certificate.	Attend Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; month.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
10	Academy	No....	No.....	.....	Sometimes.	5	1	14	18	Word.....	Yes ..
11	Academy	No....	No.....	.....	No.....	3	3	14	20	Alphabet ..	No....
12	Academy	No ..	No.....	.....	No.....	77	39	26	22	Alphabet ..	No....
D	Academy	No....	No.....	.....	No.....	12	8	20	27	Alphabet ..	No....
2	Academy	No....	No.....	.....	No....	6	6	22	22	Alphabet ..	No....
3	Academy	No....	No....	.....	No....	8	6	32	37	Word.....	Yes ...
4	District Schools...	No ..	No.....	.....	No.....	4	4	23	31	Alphabet ..	No....
5	Academy	Yes ..	Yes	1885.....	Yes	20	15	28	34	Word and sentence	Yes ...
6	Academy	No....	No.....	.....	Sometimes.	100	20	17	18	Word.....	Yes ...
7	District Schools....	No ..	Yes	1884.....	Yes	43	4	21	23	Word.....	Yes ...
E	Public School.....	No ..	No.....	.....	No....	71	12	15	16	Alphabet ..	No....
2	Academy.....	No ..	No.....	.....	No.....	36	15	12	20	Alphabet ..	No....
3	{ Public School.	No....	No.....	.....	No.....	60	4	19	19	Alphabet }	No....
	{ Academy	No....	No .....	.....	No.....	45	30	18	24	Word.... }	
4	Public School.....	No....	No....	.....	No.....	10	10	15	17	Alphabet ..	No....
5	Academy	No....	No.....	.....	Yes	72	45	21	28	Alphabet ..	No ...
6	{ Academy	Yes ..	No.....	.....	Yes	80	80	16	15	Alphabet ..	No....
	{ Public School.....	No....	No.....	.....	Some....	150	150	17	17		
7	Public School.....	No...	No .....	.....	No.....	10	3	18	23	Alphabet ..	No ...
8	Public School....	No....	No.....	.....	No	24	12	24	31	Alphabet ..	No....
9	Academy	No....	No.....	.....	No.....	28	7	17	19	Alphabet..	No....
F	Public School.....	No ..	No.....	.....	Sometimes.	320	4	15	20	Alphabet ..	No....
2	Public School.....	No...	Yes	1874....	Sometimes.	96	20	16	20	Alphabet ..	Yes....
3	Academy	No....	No.....	.....	Sometimes.	48	40	22	22	Word.....	In part
4	"Self-educated".....	No....	No.....	.....	No.....	200	5	20	23	Alphabet ..	No....
5a	.....	.....	.....	.....	.....	..	..	..	..	Alphabet ..	No....
5	High School.....	No....	No.....	.....	No.....	78	56	16	22	Word.....	Yes....
6	Public School.....	No....	No.....	.....	No.....	16	11	22	23	Alphabet ..	No ...
7	Private School	No....	No.....	.....	No....	32	4	17	24	Alphabet ..	No....
8	Public School.....	No....	No.....	.....	"Does not have time"	60	17	19	23	Alphabet ..	No ...
9	Public School	No ..	No.....	.....	No.....	10	4	16	17	Alphabet and word	No....

READING.			WRITING.		Is attention given to exercise, gymnastics, or health?	What supervision?	Are teachers' meetings held?	Any course of study regulated by school visitors?	Are registers regularly kept?	Any interest in schools by parents?	TOWN.
Is oral spelling used?	Are supplementary readers used?	Is reading of children directed?	Can teacher give lessons?	What use made of copy books?							
Yes..	No.....	No....	Yes....	For practice..	No..	Acting Visitor	Yes..	No..	Yes.....	No....	10
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	Yes..	No..	Yes	No..	11
Yes..	No.....	No....	No....	Entirely. ..	No..	Acting Visitor	Yes..	No..	Yes	Yes....	12
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	D 1
Yes..	No.....	No....	No....	Entirely. ...	No..	Acting Visitor	No..	No..	Yes	No....	2
Yes..	No.....	No....	Some..	Not used	No..	Acting Visitor	No..	No..	Yes	No....	3
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	4
No..	No....	No....	Yes....	For practice..	Yes..	Acting Visitor	No..	No..	Yes	No....	5
Yes..	No.....	No....	Yes....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	6
No..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	7
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	E 1
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	2
No..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	3
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	4
Yes..	No.....	No....	No....	Entirely. ...	No..	Acting Visitor	No..	No..	Yes	Yes....	5
Yes..	No.....	No....	Yes....	Entirely	No..	Acting Visitor	No..	No..	Yes	Some..	6
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	7
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	8
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	Yes....	9
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	.....	No....	F 1
No..	Yes.....	No....	Yes....	Entirely. ...	No..	Acting Visitor	No..	No..	Yes	No....	2
Yes..	History and geography	Yes....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	A little	3
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	4
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	5a
No..	A little ...	No....	No....	Entirely. ...	No..	Acting Visitor	No..	No..	Yes..	No....	5
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	A little	6
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	7
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	No tardy marks	No....	8
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	A little	9

TABLE II.—STATISTICAL TABLES SHOWING CONDITION

TOWN.	TEACHER.									READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
C											
1	Public School.....	No....	No.....	.....	No.....	16	8	19	25	Alphabet..	No...
2	College.....	No....	No.....	.....	No.....	27	3	13	18	Word.....	No....
3	Academy.....	No....	No.....	.....	No.....	86	16	17	24	Alphabet..	No....
4	Public School.....	No....	No.....	.....	No.....	17	4	28	31	Alphabet..	No...
5	High School.....	No....	No.....	.....	Yes.....	5	5	21	23	Alphabet..	No....
6	Private School.....	No....	No.....	.....	No.....	8	4	20	23	Alphabet..	No....
7	Academy.....	No....	No.....	.....	No.....	8	5	16	18	Alphabet..	No....
H											
1	Public School.....	No....	No.....	.....	No.....	21	3	20	20	Alphabet..	No....
2	Academy.....	No....	No.....	.....	No.....	7	4	18	19	Word.....	No....
3	Public School.....	No....	No.....	.....	No.....	12	3	27	35	Word.....	No....
4	Academy.....	No....	No.....	.....	No.....	80	20	19	25	Alphabet..	No....
5	Academy.....	No....	No.....	.....	No.....	100	24	19	20	Alphabet..	No....
I											
1	Private School.....	No....	No.....	.....	No.....	24	4	20	26	Alphabet..	No....
2	Academy.....	No....	No.....	.....	No.....	95	28	23	21	Alphabet..	No....
3	College.....	No....	No.....	.....	No.....	120	12	10	10	Alphabet..	No....
4	Academy.....	No....	No.....	.....	No.....	200	10	15	17	Alphabet..	No....
5	Private School.....	No....	No.....	.....	No.....	10	4	17	29	Alphabet..	No....
6	District School.....	No....	Yes.....	.....	No.....	42	2	33	63	Alphabet..	Yes...
J											
1	Academy.....	No....	No.....	.....	Yes.....	32	16	19	21	Word.....	Yes...
2	Academy.....	Yes...	No.....	.....	Yes.....	8	4	28	22	Word.....	Yes...
3	District Schools.....	No....	No.....	.....	No.....	16	4	18	26	Alphabet..	No....
4	High School.....	No....	No.....	.....	No.....	56	32	26	33	Alphabet..	No....
5	High School.....	No....	No.....	.....	No.....	7	7	18	35	Word.....	No...
6	District Schools.....	No....	Yes.....	1878....	Yes.....	200	21	23	33	Word and sentence	Yes...
K											
1	High School.....	No....	No.....	.....	No.....	105	85	15	20	Word.....	Yes...
2	{ Academy.....	No....	No.....	.....	A little. ...	152	40	25	25	Word.....	Yes...
	{ High School.....	No....	No.....	.....		32	24				
3	Public School.....	No....	No.....	.....	No.....	40	9	23	37	Alphabet..	No...
4	{ High School.....	No....	No.....	.....	Sometimes.	96	8	17	15	Word.....	No....
	{ Private School.....	No....	No.....	.....		24	8	16	20		

READING.			WRITING.		Is attention given to exercise, gymnastics, or health?	What supervision?	Are teachers' meetings held?	Any course of study regulated by School Visitors?	Are registers accurately kept?	Any interest in schools by parents?	TOWN.
Is oral spelling used?	Are supplementary readers used?	Is reading of children directed?	Can teacher give lessons?	What use made of copy books?							
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Accurate....	No...	C 1
Yes..	No.....	No....	No...	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	No....	Some..	Entirely....	No..	Acting Visitor	No..	No..	Yes	Yes...	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	Some.....	Some..	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
No...	No.....	No....	No....	Entirely....	Yes..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Some..	H 1
Yes..	No.....	Some..	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	Some..	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Yes...	
Yes..	No.....	No....	No..	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Some..	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Yes...	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Some..	I 1
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Yes...	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Some..	
Yes..	No.....	Yes..	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	Some..	Yes...	For older pupils Practice....	No..	Acting Visitor	No..	No..	Yes	Some..	
Yes..	No.....	No....	Yes...	Practice....	No..	Acting Visitor	No..	No..	Yes	No....	J 1
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Yes...	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	No....	
No...	Yes	Some..	Yes...	Not used....	Some	Acting Visitor	.....	.....	.....	Yes...
Yes..	Some.....	Yes...	No....	Entirely....	No..	Acting Visitor	No..	No..	Tardy marks not accurate	No....	
No...	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	Yes	Some..	
Yes..	No.....	No....	No....	Entirely....	No..	Acting Visitor	No..	No..	No tardy marks	Some..	K 1
Yes..	No.....	No....	No....	Entirely....	Yes..	Acting Visitor	No..	No..	Yes	No....	

TOWN.	TEACHER.								READING.	
	Education.	State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service: months.	Length of service in district: months.	Number classes. Number daily recitations.	Method used.	Is Script used?
5	Public School.....	No....	No.....	.....	No.....	63	9	17 30	Alphabet ..	No....
6	Public School.....	No....	No.....	.....	No.....	15	3	16 25	Alphabet ..	No....
7	Academy	No....	No.....	.....	No.....	12	6	21 24	Alphabet ..	No....
8	Public School....	No....	Yes.....	.....	No.....	27	6	18 16	Alphabet ..	No....
9	Academy	No....	No.....	.....	No.....	40	12	20 29	Alphabet ..	No....
10	Private School.....	No ...	No .....	.....	Yes.....	80	32	18 24	Word.....	No...
11	Public School.....	No....	No.....	.....	No.....	16	6	15 20	Alphabet ..	No....
12	Public School.....	No....	No.....	.....	No....	150	9	18 25	Alphabet ..	Yes ...
L 1	{ College.....	No....	No.....	.....	Yes.....	36	18	5 5 }	Alphabet	No....
	{ Normal School... ..	No....	Yes.....	.....	No.....	54	8	18 16 }		
2	Private School.....	Yes ...	No .....	.....	No.....	56	25	20 31	Alphabet ..	No....
3	.....	No....	No.....	.....	Yes.....	133	46	23 24	Word.....	No....
4	High School.	No....	No.....	.....	No.....	42	6	22 22	Word.....	No....
5	{ College.....	No....	No.....	.....	Yes.....	117	9	8 8 }	Alphabet ..	No....
	{ Public School.....	No....	Albany, N. Y.	1884....	Yes.....	36	9	15 14 }		
6	Academy	No....	No.....	.....	No.....	70	27	20 32	Word.....	Yes ...
7	Public School.....	No....	No.....	.....	No.....	90	18	17 21	Word.....	No....
8	Public School.....	Yes ...	No.....	.....	No.....	5	3	18 23	Alphabet ..	No....
9	Public School, N. Y..	No....	No.....	.....	No.....	8	4	16 20	Alphabet ..	No....
10	Private School.....	No ...	No.....	.....	Yes.....	40	16	23 23	Word... ..	No....
11	{ College.....	No....	No.....	.....	Yes.....	32	8	15 11 }	Alphabet ..	No....
	{ Private School.....	No....	No.....	.....	No.....	40	36	15 18 }		
M 1	High School.....	Yes....	Yes.....	1887....	Partly	6	6	33 33	Sentence...	Yes....
	Academy.....	Yes....	Yes.....	1886....	Yes.. ..	18	9	20 25	Word, senten'e, phonics	No....
	Private School.....	No ...	Yes.....	.....	Yes.....	21	6	23 27	Word.....	Yes ...
	Academy	No....	In R. I. .	.....	No.....	200	12	15 22	Alphabet	No....
	Seminary	No....	No.....	.....	No.....	0	0	11 24	Alphabet ..	No....
	Public School.....	No....	No.....	.....	No.....	3	0	14 25	Alphabet ..	No....
	Public School....	No....	No.....	.....	No.....	6	3	15 34	Alphabet ..	No....
	Public School.....	No....	No.....	.....	No	0	0	27 39	Alphabet ..	No....
	Public School.....	No....	No.....	.....	No.....	15	3	17 20	Alphabet ..	No....

READING.			WRITING.		Is attention given to exercise, gymnastics, or health?	What supervision?	Are teachers' meetings held?	Any course of study regulated by School Visitors?	Are registers accurately kept?	Any interest in schools by parents?	TOWN.
Is oral spelling used?	Are supplementary readers used?	Is reading of children directed?	Can teacher give lessons?	What use made of copy books?							
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	Yes ...	5
Yes..	No	No ...	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	6
Yes..	No... ..	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No...	7
Yes..	No.....	A little	No....	Entirely	Yes..	Acting Visitor	No..	No..	Yes	No....	8
Yes..	No.....	No....	No ..	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	9
Yes..	No.....	No....	No ..	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	10
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	Yes ..	11
Yes..	No.....	A little	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No ..	12
L											
No...	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	Yes ..	1
No...	Yes	No....	Yes ..	Entirely	No..	Acting Visitor	No..	No..	Yes	Yes ...	2
No...	Yes	Yes ...	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	Yes ...	3
No...	No.....	Some..	No....	Entirely	No..	Acting Visitor	No	No..	Yes	No....	4
Yes..	No.....	No....	No....	Entirely ..	Some	Acting Visitor	No	No	Yes	No....	5
No...	No.....	No....	No	Entirely ..	No..	Acting Visitor	No..	No..	Yes	Some..	6
Yes..	No.....	No....	No....	Entirely ..	No..	Acting Visitor	No..	No..	Yes	No....	7
Yes..	No.....	No....	No	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	8
Yes..	No	No....	No...	Entirely ..	No..	Acting Visitor	No..	No..	Yes	No....	9
	No.....	No....	Yes ..	Entirely ..	No..	Acting Visitor	No..	No	Yes	Some..	10
Yes..	No.....	No....	No ..	Entirely ..	No..	Acting Visitor	No	No..	Yes	No....	11
M											
No...	Yes	No....	Yes ...	Not used....	Some	Acting Visitor	No..	No..	Yes	Some..	1
No...	Yes	No....	Yes ..	Not used....	Some	Acting Visitor	No..	No..	Yes	No....	2
No...	Some.....	No....	Yes ...	Entirely	No..	Acting Visitor	No	No..	Yes	No....	3
Yes..	No.....	No....	No....	Entirely ..	No..	Acting Visitor	No..	No..	Yes	No....	4
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No ..	5
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	6
Yes..	No.....	No ..	No....	Entirely	No..	Acting Visitor	No..	No..	Yes	Some..	7
Yes..	No.....	No....	No....	Entirely	No..	Acting Visitor	No..	No..	No tardy marks	No....	8
Yes..	No.....	No....	Yes ...	Practice	No	Acting Visitor	No..	No..	Yes	Some..	9

TEACHER.										READING.	
TOWN.	Education.	State Certificate.	Attended Normal School	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes	Number daily recitations.	Method used.	Is Script used?
10	Public School.....	No....	No .....	.....	No.....	12	12	13	25	Alphabet ..	No.....
11	Academy.....	No ..	No.....	.....	No.....	32	24	18	24	Alphabet ..	No.....
12	Public School.....	No....	No.....	.....	No.....	0	0	18	20	Alphabet ..	No.....
13	Public School.....	No....	No.....	.....	No.....	36	9	18	26	Alphabet ..	No.....
14	Seminary.....	No....	No.. ..	.....	No.....	112	80	20	27	Alphabet ..	No.....
15	Public School.....	No ..	No.....	.....	No.....	18	8	13	27	Alphabet ..	No
N	Private School.....	No....	No.....	.....	No.....	64	24	9	19	Alphabet ..	No.....
2	Academy... ..	No....	No.....	.....	No.....	124	12	15	21	Alphabet ..	No.....
3	{ Academy.....	No....	No.....	.....	Yes.....	144	24	13	12	Word.....	Yes ..
	{ Public School... ..	No....	Yes.....	1885.....	Yes.....	18	18				
4	High School	No....	No.....	.....	No.....	12	6	7	20	Alphabet ..	No.....
5	{ Academy.....	No..	No.....	.....	Yes.....	200	112	11	11	Word.....	No.....
	{ Private School.....	No....	No.....	.....	Yes.....	56	48	12	12		
6	Public School.....	No....	No.....	.....	No.....	14	5	26	39	Alphabet ..	No.....
7	{ College	No....	No.....	.....	Yes.....	17	18	7	6	Alphabet ..	No
	{ Public School.....	No....	No.. ..	.....	No.....	90	45	11	10		
8	Public School.....	No....	No.....	.....	No.....	8	8	28	26	Alphabet ..	No.....
9	Academy	No....	No.....	.....	No.....	60	24	16	20	Sentence..	No.....
10	Public School.....	No....	No.....	.....	No.....	3	3	26	42	Alphabet ..	No.....
11	Academy	No....	No.....	.....	No.....	9	6	19	27	Alphabet ..	No.....
12	High School.....	No....	No.....	.....	"For some"	18	15	22	23	Alphabet ..	No.....
13	{ Academy.....	No ..	No.....	.....	A little...	144	6	17	13	Word.....	Yes ..
	{ High School.....	No....	No.....	.....	A little...	15	15	9	9		
14	{ College.....	No....	No.....	.....	Yes.....	108	9	14	14	Alphabet ..	No
	{ High School.....	No..	Yes, R.I.	.....	Yes.....	96	64	13	11		
O	Academy	Yes ..	No.....	.....	Yes.....	27	9	20	21	Word.....	Yes ..
2	Academy	No....	No.....	.....	No.....	15	9	19	29	Alphabet ..	No.....
3	{ College.....	No..	No.....	.....	Yes.....	16	16	12	12	Word.....	Yes ..
	{ High School.....	Yes ..	Yes	1887.....	Yes	12	12	11	13		
4	Public School.....	Yes ..	Yes	1887.....	Yes	18	18	25	29	Word and sentence	Yes ..
5	{ Academy	No....	No.....	.....	No.....	85	30	13	13	Alphabet ..	No.....
	{ Convent.....	No....	No.....	.....	No.....	7	7	11	14		

READING.			WRITING.		Is attention given to exercise, gymnastics, or health?	What supervision?	Are teachers' meetings held?	Any course of study regulated by School Visitors?	Are registers accurately kept?	Any interest in schools by parents?	TOWN.
Is oral spelling used?	Any supplementary readers used?	Is reading of children directed?	Can teacher give lessons?	What use made of copy books?							
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	10
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	Some..	11
Yes..	Yes	Yes ..	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	12
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	13
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	14
Yes..	No.....	No....	Yes ..	Not used....	No..	Acting Visitor	No..	No..	Yes	No....	15
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	Yes ..	N 1
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	
No....	Yes	Yes ..	Yes ..	Not used....	No..	Acting Visitor	No..	No..	Yes	Very little	3
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	4
No....	No.....	No....	Yes ..	Practice	No..	Acting Visitor	No..	No..	Yes	No....	5
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	6
Yes..	No.....	No....	Yes ..	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	7
Yes..	History...	Yes ..	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	"Yes"	8
Yes..	No.....	No..	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	9
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes ..	Very little	10
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	11
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	Yes ..	12
.....	No.....	No....	Yes ..	Not used....	No..	Acting Visitor	No..	No..	Yes	Yes ..	13
.....	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	14
Yes..	No.....	No....	Yes ..	Practice	A little	Acting Visitor	No..	No..	Yes	Yes ..	O 1
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	
No....	A little....	No....	Yes ..	Used but little	Yes..	Acting Visitor	No..	No..	Yes	No....	3
No....	Yes	No....	Yes ..	Practice	Yes..	Acting Visitor	No..	No..	Yes	No....	4
Yes..	No.....	No....	No....	Entirely.....	No..	Acting Visitor	No..	No..	Yes	No....	5

TABLE II.—STATISTICAL TABLES SHOWING CONDITION

TOWN.	Education.	TEACHER.								READING.	
		State Certificate.	Attended Normal School.	Graduated at Normal School.	Does teacher specially prepare lessons?	Length of service; months.	Length of service in district; months.	Number classes.	Number daily recitations.	Method used.	Is Script used?
P											
1	College.....	No....	No.....	.....	No.....	150	8	16	23	Alphabet..	No....
2	Academy.....	No....	No.....	.....	No.....	120	72	19	29	Alphabet..	No....
3	Public School.....	No....	No.....	.....	No.....	24	11	25	34	Alphabet..	Yes....
Q											
1	Academy.....	No....	No.....	.....	No.....	8	8	13	18	Word.....	No....
2	Select School.....	No....	No.....	.....	No.....	75	6	16	24	Alphabet..	No....
3	Select School.....	No....	No.....	.....	No.....	8	8	29	47	Alphabet..	No....
4	Academy.....	No....	No.....	.....	No.....	12	4	13	18	Alphabet..	No....
5	Select School.....	No....	No.....	.....	No.....	92	8	28	31	Alphabet..	Yes....
6	Academy.....	No....	No.....	.....	No.....	48	4	17	30	Word.....	No....
7	{ Academy.....	No....	No.....	.....	Sometimes.	200	64	19	19	Word.....	No....
	{ Normal School.....	Mass..	Yes.....	Mass. Normal	Sometimes.	12	8				
R											
1	Academy.....	No....	No.....	.....	No.....	30	6	24	35	Alphabet..	No....
1a	Public School.....	No....	No.....	.....	No.....	6	6	0	0	Alphabet..	No....
2	Public School.....	No....	No.....	.....	No.....	3	3	19	30	Alphabet..	No....
3	Public School.....	No....	No.....	.....	No.....	1	1	15	18	Alphabet..	No....
4	Private School.....	No....	No.....	.....	No.....	30	4	21	30	Alphabet..	No....
5	Public School.....	No....	No.....	.....	No.....	9	9	17	25	Alphabet..	No....
6	Private School.....	No....	No.....	.....	No.....	3	3	17	21	Word.....	Yes....
7	Convent.....	No....	No.....	.....	No.....	18	12	15	21	Alphabet..	No....
8	District School.....	No....	No.....	.....	No.....	3	3	15	28	Alphabet..	No....
S											
1	{ Academy.....	No....	No.....	.....	Yes.....	10	2	21	21	Phonic word and sentence	Yes....
	{ Public Schools.....	Yes N. Y.	Yes, N. Y.	1887....	Yes.....	21	9				
2	Public School.....	No....	No.....	.....	"Some-times"	36	24	27	50	Alphabet..	No....
3	Private School.....	No....	No.....	.....	No.....	24	3	17	42	Alphabet and word	No....
4	Academy.....	No....	No.....	.....	No.....	13	2	18	17	Alphabet..	No....
5	Public School.....	No....	No.....	.....	No.....	8	2	25	44	Alphabet and word	No....
6	Public School.....	No....	No.....	.....	No.....	3	3	21	34	Alphabet	No....

READING.			WRITING.		Is attention given to exercise, gymnastics, or health?	What supervision?	Are teacher's meetings held?	Any course of study regulated by School Visitors?	Are registers accurately kept?	Any interest in schools by parents?	TOWN.
Is oral spelling used?	Are supplementary readers used?	Is reading of children directed?	Can teacher give lessons?	What use made of copy books?							
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	P 1
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	Some.....	Some..	No...	Entirely	No..	Acting Visitor	No..	No..	Not complete	No....	
No...	Yes	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	Yes ...	Q 1
Yes..	Yes	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	2
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	3
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	4
Yes..	No	No...	Some..	Some.....	No..	Acting Visitor	No..	No..	Yes	No....	5
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	Some..	6
No...	No	No...	No..	Entirely	Yes..	Acting Visitor	No..	No..	Yes	No...	7
No...	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	Some..	R 1
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	*.....	
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	2
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	3
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	4
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	5
No...	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	6
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	7
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	8
No...	Yes	A little	Yes....	Practice.....	Yes..	Acting Visitor	No..	No..	Yes	Not much	S 1
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	2
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	3
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	4
Yes..	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	No....	5
No...	No	No...	No...	Entirely	No..	Acting Visitor	No..	No..	Yes	A little	6

*Owing to trouble in district no one sends to public school this term. The public school is kept open.

The following is a summary of the table so far as it relates to teachers and teaching :

Number of teachers reported,	182
Number of teachers educated at, — College,	9
Secondary { High School,	14
Academy,	63
Select School,	6
Public District School,	57
Private School,	16
Number of teachers attended Normal School,	21
graduated at Normal School,	13
having State Certificate,	9
who prepare lessons,	50
beginning to teach this year,	48
having two years' experience,	04
having three years' experience,	36
having more than five years' experience,	60
teaching first year in present school,	113

The following is a summary of the methods of teaching Reading and Writing :

READING.

Number of teachers in schools visited,	182
Number of teachers using alphabet method,	112
using oral spelling as a means of teaching reading,	109
using word method,	30
using sentence method,	10
using script lessons,	26
Number of schools having supplementary reading,	20
teachers attempting to direct the reading of scholars,	23

WRITING.

Number of teachers who can give lessons in penmanship,	30
Number of teachers using copy books entirely in teaching writing,	138

The system involves *frequent changes of teachers*. One hundred and thirteen out of 182 teachers were teaching their first year in their present schools. Many schools have

a new teacher every term. A woman teaches in the fall, a man in the winter, and a woman again in the summer. The man receives most of the money, and often does the least efficient work.

Without doubt most of the persons employed are of good character, and have some influence for good.

Many of the teachers are very young. Presumably boys and girls at sixteen are not old enough to be entrusted with the training and discipline of children. They cannot have acquired the self-control and steadiness which is needed for management, nor can they by any study or practice have made the branches they must teach a part of their own mental equipment.

Their education is often entirely inadequate. They advance from the highest class of the district school to the teacher's desk. They may attend an academy for a term or two in the winter, but the astonishing ignorance which can exist after attendance upon a high school does not make such attendance satisfactory evidence of education sufficient for a teacher.

They have no special training for teaching. If education be sufficient, educated incompetence or conceit is as worthless as dullness. Persons thus endowed rest in the belief that knowing a subject is knowing how to teach it, and they do not enquire what or why they are teaching. They pretend to teach reading, but the object and end of reading, the best plan of presenting lessons, the method by which children acquire facility in reading, have never been subjects of study or reflection.

The method of employment has been noted on pages 99 and 105. Sometimes they are appointed because they are unfortunate; sometimes because they can do nothing else, and cases are not infrequent where persons too weak in health for ordinary work are put into schools. Sometimes they are chosen because they will board with a certain individual. More frequently they are appointed because they are relatives or friends of the committee, and without primary regard to qualification. Sometimes political and religious influences determine the appointment. Not only young per-

sons, but persons of all sorts of qualifications and disqualifications, are seen in our schools. We have found persons of no character, a few times evil livers; persons of unhappy and peevish tempers; often persons of no pretensions to mental culture. There are times when relatives of school officers, worthy but weak novices and crooked sticks, seem to have been collected in a troop and hurled upon helpless children.

There is excuse for the inexperience and inefficiency of teachers. (a) *The wages offered and accepted are such as to insure an inferior kind of service.* Teachers whose sole support is \$110 to \$200 a year cannot afford to improve their minds, or do anything more than "keep school." They have not indulged in the time-consuming luxury of getting ready for teaching, and the district pays for the time necessary to gain "experience," a time wholly lost to children. (b) *There is no organized teaching service—a body of men and women of ascertained and certified competence having definite relations to the State and Town which pay them, and the District which hires them.* Tenure depends—not upon ability, training, education, fidelity, success, but upon the annual election, with its uncertainties and probabilities of change.

Certainly all teachers are not young, or uneducated, or inexperienced, or untrained. Of those who are faithful, some have never learned to teach and never tried to learn. School is only the same round of telling, explaining, hearing lessons. Teachers themselves are not to blame for this state of things. If young, uneducated, and untrained teachers are satisfactory to managers and to parents, who is to complain or propose a change? The root of the difficulty is, that there is no desire for efficiency. There are those who will fight anything new, simply because it is new; who will not believe that there can be anything better than what has been. This is illustrated by the pertinacious adherence to teaching the letters as a means of teaching reading, or of teaching reading by spelling. It has been discarded in the best schools everywhere. It was prohibited by law in the German Empire as long ago as 1872. To-day it exists in 112

of the schools just mentioned, and *is demanded by school visitors and parents as the ONLY WAY in which reading can be taught.*

The most mischievous error abroad is that the teaching of young children can be left to unskillful persons. The notion is that it is easy and simple work, carried on mainly or solely to enable the learner to receive what is later to be offered, and not really valuable at the time, or to the pupil in his early years. A factor in the same error is, that all teaching is simply hearing lessons, listening to what the pupil can say or has learned for himself without direction or guidance. The conclusion is that the teacher need not know anything, because the children do not know anything. These and kindred errors prevail to an incredible extent, even in the minds of intelligent people; they control the administrators of our schools, and have strong hold even on the minds of teachers themselves.

Such dangerous mistakes work irretrievable damage. At a period when he is alive to everything new and interesting, full of intelligent curiosity, when he can be most easily impressed, the young child is neglected and repressed. Useful and sound education means the employment, direction, and strengthening of every power by its legitimate use and exercise. The end of work in school is to bring to children, old and young, directly and indirectly, those *things* which nurse and sustain a pleasurable mental activity, the teacher being the guide. If the beginnings of this education are long and irksome, if the times of school attendance are too short or too long separated, if unfit subjects are presented, or even if fit subjects are presented at the wrong time, if any neglect is permitted, the right occasion has been missed and children suffer. If the education of our children should by any chance be limited to seven or eight days instead of seven or eight years, not a moment or part of a moment would be lost in blundering misdirection. The moments and hours wasted by bungling teachers may be decisive of the intellectual and moral character of the children.

This early period is wasted in short and poor schools,

under unskillful teachers, and the child is stupefied for life. His peculiar faculties are dulled, and he never recovers. School becomes distasteful and hateful, and many fall out who would otherwise remain.

Male Teachers.—The number of male teachers in the county was 94 in winter and 40 in summer.

Peripatetic male teachers are not so satisfactory as female teachers. They teach a short time in the winter months, and usually for the money which the temporary employment will bring. They have no interest in teaching itself, and do not expect to make it a permanent business; they make no preparation for it, and possess natural and acquired disqualifications. They are sometimes introduced for a term to manage the larger and unruly boys, or to give the older children the discipline which it is supposed a woman cannot give. It follows that the younger scholars receive inadequate attention, and waste their time. Occasionally men of great coarseness of manner and utterance are enthroned in our public schools. Their influence is not salutary, and the money paid them is worse than wasted. Few of those who thus go in are of the stuff which will make a successful and honored teacher.

It is unfortunate that so few good men are teaching. We should wish that after a certain age all children should be in charge of men, but as many leave school before that period, if they are trained by skillful women, their education is likely to be well conducted and substantial in its character. The difficulty is that immature and unstable women conduct the education of children during the whole of their school lives, and consequently nothing strong or thorough, either in instruction or discipline, is introduced into the children's experience. This is especially to be deplored if children have no faithful attention at home.

This matter of teachers and their employment is a most difficult one. Around it circles the whole of the school question. Certain it is that teachers of experience or training can be secured for an adequate remuneration; that the

addition of this necessary extra remuneration to the expenses of towns would not be burdensome.

It must not be inferred that where the salaries are liberal that the school is of the kind that we ought to see. Under a hap-hazard system of employment there can be no certainty of good teaching. Doubtless teachers often receive infinitely more than their service is worth, because the children are delayed, and deluded, and dulled, and mentally deranged. The reform when it comes will require in the first place trained teachers, and larger wages will inevitably follow.

The cardinal question is, whether these reforms imposed by law would come upon communities not prepared and unwilling to receive them. All people desire good schools, if these schools can be of the kind which they themselves regard as good. The difficulty is in getting any considerable number to unite upon a standard of schools or of school work. The kind of teacher wanted would be, and is, determined by the whims or hobbies of those who for the time have control. Hence any system which imposed the employment of a certificated or trained teacher would not be welcome.

Any sensible addition to taxes for the support of schools would probably meet with strenuous opposition, unless these taxes were imposed State-wise, and thus were only indirectly felt.

SCHOOLS.

Summary of Statistics Year Ending August 31, 1888.

Number of towns in county,	21
Number of school districts,	209
Number of public schools,	223
Decrease for the year,	1
Number of departments in public schools,	370
Increase for the year,	1
Average length of public schools,	168.11 days.
Decrease for the year,	1.28

Number of schools of two departments,	.	.	.	16
“ “ “ “ three “ . . . .	.	.	.	8
“ “ “ “ four “ . . . .	.	.	.	10
“ “ “ “ five “ . . . .	.	.	.	7
“ “ “ “ six or more departments,	.	.	.	9
Whole number of graded schools,	.	.	.	50
Increase for the year,	.	.	.	1
Number of schools open 24 weeks or less,	.	.	.	55
Number of schools open 24 to 30 weeks,	.	.	.	84

Below will be found a summary for years 1866-88 :

REPORT OF YEAR.	Average length.	Number districts.	Number public schools.	Number of departments.	Number of graded schools.
1866	165.00	214	224	292	..
1867	158.00	214	221	293	..
1868	158.00	215	219	295	31
1869	156.20	214	217	296	31
1870	155.80	209	218	303	33
1871	165.50	206	218	311	34
1872	172.80	205	215	316	36
1873	169.90	205	218	317	37
1874	169.80	205	218	331	38
1875	173.19	201	215	339	41
1876	170.97	201	220	323	40
1877	174.23	203	219	328	42
1878	170.65	202	215	329	43
1879	171.88	205	219	348	44
1880	169.18	204	219	336	43
1881	169.99	203	218	339	44
1882	169.02	212	222	347	43
1883	168.51	210	224	351	43
1884	167.59	212	224	361	44
1885	168.14	212	222	359	47
1886	168.31	212	224	373	47
1887	168.07	212	227	375	49
1888	169.39	209	224	369	49
1889	168.11	209	223	370	50

Below will be found the special report of Mr. S. P. Willard :

MR. C. D. HINE,

Secretary of the State Board of Education :

SIR,— In accordance with your instructions and scheme of tests, I entered upon the special work of inspection and examination in November, 1887, and was continuously employed in this work until June, 1888.

The plan of testing the schools at first laid down was modified after two or three towns had been visited. The following is, in every essential detail, the method pursued.

A half day was spent in each school. The methods of instruction, order, etc., were noted. An attempt was made to group those pupils who had been in school about four years into one class, and those who had attended eight years into another class. A short trial proved that this plan would not accomplish what was desired. Many schools were open no longer than twenty-four weeks in the year; in others pupils had been very irregular in their attendance; and again there had been frequent changes of teachers. It followed that the children who had attended eight years in one school, were not so far advanced as children who had attended no more than four years in another. It was evident that a more just and quite as comprehensive a view would be obtained by placing pencil and paper before each pupil in every school, and applying one test to those who had never reached the study of interest, and another and more advanced test to those who had studied percentage and its applications and the more advanced subjects of arithmetic. This would at once show who were unable to write; to the remainder could be assigned their appropriate tests.

The heading of each sheet of paper placed before the children was as follows:

Date, . *Town,* . *District,* . *Name,* .
Age, . *How long attended school,* ; and they were
to fill these out.

In compiling the tables, no papers were considered which were written by pupils under ten years of age, unless pupils had attended school four years or more or were fully capable of doing the work.* The character of the tests and the plan of marking will be understood from the following explanation.

Less advanced scholars.—To those who had never studied interest the following work was given:

ARITHMETIC.

Questions.—Answers to the following were to be written:

1. (1) *Six times eight = ?*
- (2) *Seven times seven = ?*
- (3) *Four times seven = ?*
- (4) *Eight times nine = ?*
- (5) *Eight plus six = ?*
- (6) *Seventeen plus eight = ?*
- (7) *Twenty-five less nine = ?*

*The number of papers written by children under ten was very inconsiderable.

- (8) *How many eights in fifty-six?*
 (9) *How many sixes in fifty-four.*
 (10) *A boy had twenty-five cents. He spent ten cents for a slate, and the remainder of the money for lead pencils at three cents each. How many pencils did he buy?*

These questions were asked in the form to which the scholars were accustomed in their instruction.

2. *Write in a column, and add as quickly as possible, 184, 345, 696, 69, 423, 75.*

Marking.—Each of the mental examples counted 10, and the addition 100, or mental work one-half, written work one-half.

Thus in table III, page 179*, Town D, School 1, the first column shows that five children were examined. These children have been in school on an average four years and five months, and their average age was ten years and seven months. Under Arithmetic, the column marked "*mental*" shows that the five pupils averaged 74 in the ten mental questions; the column marked "*addition*" shows that they averaged 40 in the addition example. The *total average* on arithmetic is 57.

READING.

(a) The pupils were asked to read from their reading-books any familiar selection.

(b) A leaflet containing easy reading matter was given to each; a short time was allowed for reading the story silently; any new words were pronounced and explained; then they read orally. Questions were sometimes asked to ascertain whether what had been read was understood. The children sometimes gave what they had read in their own words.

Marking.—They were marked upon the expression of the thought and the clearness of enunciation of the words. In these particulars it was intended to have in mind a high standard.

Thus in the table III, page 179*, Town D, School 1, under the heading reading, the first column shows that the average of the five pupils in expressing the meaning was 52, and the second column that the average in enunciation was 46. These figures give the average of the five pupils in reading as 49.

WRITING.

Questions.—Writing included use of capitals and punctuation, as well as penmanship.

The following sentences were dictated to the children :

1. *The fifth day of the week is Thursday.*
 2. *Whose dog did you meet in the road? My brother's.*
 3. *Which is the better scholar, John or I?*
 4. *About one o'clock Mr. Smith is very busy.*
- (a) The following small letters were given: *i, u, a, h, o, y*, and
 (b) The following capital letters, *F, L, O, B*.

Marking.—The form, slant, and neatness of the whole paper were taken into account.

In the sentences, ten capital letters are required, each counting one-tenth in the marking of capitals.

In eight places, including the apostrophes in "brother's" and "o'clock," punctuation marks should be used, each one counting one-eighth in the marking of punctuation.

Thus in the table III, page 179*, Town D, School 1, under the heading "*writing sentences*," the first column shows that the five pupils averaged 44 in penmanship. The second column shows that in the correct use of capitals they averaged 58, and in the correct use of punctuation marks they averaged 15.

SPELLING.

The sentences furnished the ten words *fifth, week, Thursday, whose, meet, road, brother's, which, scholars, busy*. In addition to these, five words were dictated: *weigh, whole, read (past participle of read), right, collar*. The meanings of these five words were always given, that there might be no misunderstanding.

Marking.—Each set was marked separately and the average recorded.

Thus in the table III, page 179*, Town D, School 1, under the heading "*writing sentences*," in the fourth column, marked "*spelling*," the figures 86.4 show the average of the five pupils in the spelling of the fifteen words.

In the next column, the heading "*number who could not spell 'whose,' 'which,' 'name of town,'*" explains itself. In this school five pupils were examined; one could not spell "*whose*" correctly, all could spell "*which*," two could not spell the name of the town in which they lived.

The last column, marked average, is the "average" of the marks in the four columns headed "penmanship," "capitals," "punctuation," "spelling."

LANGUAGE.

If the pupils had been taught, or had in any way learned anything about letter writing, they were asked to write a letter of

which the main statements were given and explained to them. If they could not write a letter, they were to write a short story of five sentences about a ten-cent piece; how they could get one, and what could be done with it, etc. Suggestions as to statements were often made.

Method of Estimating.—In marking these exercises the thought, form of expression, punctuation, capitals, and spelling were considered.

Thus in the table III, on page 179*, Town D, School 1, under "*composition or letter*," the first column, headed "*thought*," gives 60 as the average of the five pupils for the meaning and its expression. In the next column is put their average 57 for the spelling and punctuation in the letter which was written. The mark of 72 in the next column shows average of the five pupils for correct arrangement, statement, and punctuation of the date, introduction, and conclusion of the letter. In the schools where this column is a blank, the written work was a composition or story and not a letter.

More advanced scholars.—For those who had studied interest, the work was enlarged as follows:

ARITHMETIC.

Questions:—Mental work.

1. Same as the less advanced,
2. Write answers only, to the following:

- (a) *One-half plus one-quarter = ?*
- (b) *Two-thirds plus one-sixth = ?*
- (c) *Two-thirds less one-sixth = ?*
- (d) *What is ten per cent. of ten?*
- (e) *Five is what per cent. of twenty?*

Written work:

- (1) *Same example in addition (184, 345, 69, 423, 75, 696).*
- (2) *Find interest of \$2,000 at 8% from to-day to January 1st.*
3. *Calling 10 hours a day's work, how much will a man earn in 5 days and eight hours at \$1.75 a day?*
4. $2489 \times 120 - 98 \div 39 = ?$

Marking:—In the mental work, the first ten questions counted one-half, and the last five questions one-half.

Separate markings were made for each of the problems.

In the second example, which involves interest, latitude was

allowed in the answer, because some pupils called thirty days a month, while others used the exact number of days.

In obtaining the average for the subject Arithmetic, the mental work counted one-fifth and the problems four-fifths. Thus, in table IV, page 184*, Town D, School 1, ten pupils were given the more advanced tests. They had attended school on an average 8 years and 3 months, and their average age was 13 years and 8 months. Under the heading, "Arithmetic," the column marked "*mental*" gives 66.5 as the average of the ten pupils in that part of the work. They averaged 50. for correct answers to the example in addition, 30. for the correct solution of the problem in interest, 10. for the "time" problem, and 30. for the example involving multiplication, subtraction, and division. The sum of these five marks divided by five gives the average 37.3 for the ten pupils in the study.

READING.

The same test in reading was given as to less advanced scholars, and the same method of marking obtained.

LANGUAGE.

1. A few were asked to write a letter from some neighboring town to some member of the family at home. Date, address, and signature, were to be in correct form. Among other things they were to state that they were to arrive home next Wednesday, and wished some one to meet them at the depot.

2. But by far the larger number reproduced from memory the following story, which had either been read to them, or which they were allowed to read once silently:

MERCURY AND THE WOODMAN.

A woodman was felling a tree on the bank of a river, and by chance let slip his axe into the water, when it immediately sunk to the bottom. Being thereupon in great distress, he sat down by the side of the stream, and lamented his loss bitterly. But Mercury, whose river it was, taking compassion on him, appeared at the instant before him; and hearing from him the cause of his sorrow, dived to the bottom of the river, and bringing up a golden axe, asked the woodman if that was his. Upon the man's denying it, Mercury dived a second time, and brought up one of silver. Again the man denied that it was his. So diving a third time, he produced the identical axe which the man had lost. "That is mine!"

said the woodman, delighted to have recovered his own; and so pleased was Mercury with the fellow's truth and honesty, that he at once made him a present of the other two.

The man goes to his companions, and giving them an account of what had happened to him, one of them determined to try whether he might not have the like good fortune. So repairing to the same place, as if for the purpose of cutting wood, he let slip his axe on purpose into the river, and then sat down on the bank, and made a great show of weeping. Mercury appeared as before, and hearing from him that his tears were caused by the loss of his axe, dived once more into the stream; and bringing up a golden axe, asked him if that was the axe he had lost. "Aye, surely," said the man, eagerly; and he was about to grasp the treasure, when Mercury, to punish his impudence and lying, not only refused to give him that, but would not so much as restore him his own axe again.

Honesty is the best policy.

Marking: — This language work was marked for the statement, penmanship, correct use of capitals, and punctuation and spelling. Thus in town D, School 1, page 184*, table IV, under the heading "Language," will be found the marks for the above-mentioned points. The average of these marks give 46.4 as the average result of the work of the four pupils in "Language."

Generally all the time desired was allowed. In a few schools part of the work was necessarily omitted. In making up the tables, whenever such an omission occurred, the average of the other schools in the town in this branch was given.

Towns A and B were the first to be visited, and the sentences used were somewhat different from those given above.

Town B was the first one tabulated, and the material had been gathered in such shape that it was put wholly in the table for the less advanced classes.

In twenty towns, 172 districts were visited, and 235 departments were tested.

Papers were written or attempted by 2,676 scholars.

Two thousand three hundred and seventy-eight papers entered into the results tabulated on the following pages.

The following table, No. III, gives the results of the marking of less advanced scholars. (See page 178*), and the succeeding table, No. IV, gives markings of more advanced scholars.

TABLE III.

MARKING OF TESTS GIVEN IN SCHOOLS OF NEW LONDON
COUNTY, 1887-8.—LESS ADVANCED CLASS.

TABLE III.—MARKING OF TESTS GIVEN IN
LESS ADVANCED

SCHOOLS. A	Number pupils tested.		Age.	ARITHMETIC.			WRITING SENTENCES.							READING.			COMPOSITION OR LETTER.				Average total.	
	Number years in school.			Mental.	Addition.	Average.	Penmanship.	Capitals.	Punctuation.	Spelling.	No. who could not spell			Thought.	Enunciation.	Average.	Thought.	Spelling. Punctuation.	Date. Address.	Average.		
											Whose.	Which.	Name of town.									Average.
1	8†....	12-1	35.	25.	30.	28.7	29.3	12.5	55.	5	3	2	31.3	35.6	35.6	10.	20.	....	15.	27.9	
2	9.....	12-1	69.	44.4	56.7	28.9	49.1	8.3	35.5	8	8	2	30.4	50.	45.	47.5	45.	50.	47.5	45.3	
3	5.....	13-11	56.	0.	28.	31.	48.	10.	22.	0	5	1	27.8	46.	42.	44.	45.	50.	47.5	36.8	
4	6.....	11-8	75.	33.3	54.1	41.6	60.5	16.6	66.6	0	3	0	46.3	50.	50.	50.	45.	50.	47.5	49.3	
5	4.....	11-6	2.5	25.	13.7	22.5	58.5	0.	43.7	0	4	2	29.1	38.7	37.5	38.1	50.	50.	50.	32.7	
6	4.....	11-4	60.	50.	55.	25.	37.5	0.	30.	1	3	1	26.2	45.	45.	45.	15.	6.2	10.6	34.2	
	36.....	12-1	49.5	29.6	39.5	29.6	47.1	7.9	42.1	14	26	8	31.8	44.2	42.5	43.3	35.	37.7	36.3	37.7	
B																						
1	17.....	13-0	77.	30.	52.	32.	41.	24.	57.	5	6†....	39.	55.	51.	53.	48.	48.	....	48.	48.	
2	9.....	11-3	85.	33.	59.	43.	65.	29.	55.	3	3....	48.	53.	39.	46.	51.	51.	....	51.	51.	
3	18.....	12-4	81.	41.	61.	48.	64.	38.	70.	4	3....	55.	47.	46.	46.	54.	54.	...	54.	54.		
4	7.....	10-0	70.	14.	42.	43.	61.	17.	43.	3	3....	41.	49.	45.	47.	43.	43.	....	43.	43.	
5	10.....	11-3	75.	40.	57.	45.	65.	28.	68.	1	1....	51.	54.	49.	50.	53.	53.	....	53.	53.	
6	13 5-11	12-5	95.4	30.7	63.	51.5	90.7	46.4	80.7	1	2....	67.2	58.	56.5	57.2	61.5	52.7	....	57.1	61.1	
7	6.....	10-0	65.	26.	45.	50.	56.	6.	66.	0	1....	43.	48.	39.	43.	44.	44.	....	44.	44.	
8	13.....	12-8	86.	54.	70.	42.	71.	34.	73.	4	1....	55.	49.	46.	47.	57.	57.	....	57.	57.	
9	14.....	11-0	61.	10.	35.	39.	34.	10.	56.	6	5....	35.	50.	46.	48.	39.	39.	....	39.	39.	
10	12.....	11-3	56.	14.	35.	36.	68.	33.	45.	2	4....	45.	48.	46.	47.	42.	42.	....	42.	42.	
11	5.....	12-8	98.	45.	72.	54.	92.	53.	90.	0	0....	77.	50.	48.	49.	66.	66.	....	66.	66.	
12	15.....	11-6	77.	47.	62.	47.	70.	25.	62.	4	4....	51.	46.	46.	46.	53.	53.	....	53.	53.	
13	8.....	11-7	69.	12.	40.	40.	35.	0.	47.	5	6....	31.	50.	49.	50.	40.	40.	...	40.	40.		
14	7.....	10-0	80.	70.	75.	39.	77.	29.	66.	2	1....	53.	52.	46	49.	59.	59.	....	59.	59.	
15	11.....	12-0	72.	24.	48.	44.	56.	19.	60.	4	5....	42.	56.	53.	54.	48.	48.	....	48.	48.	
16	8.....	12-0	21.	12.	16.	43.	38.	0.	47.	1	3....	43.	47.	47.	47.	35.	35.	....	35.	35.	
	173*5-11	11-6	73.	31.	52.	44.	61.	25.	62.	45	48....	48.	50.	47.	48.	50.	48.	....	49.	49.	
C																						
1	64†....	10-0	88.	54.	71.	50.	94.	64.	75.	25	15†....	71.	60.	60.	60.	57.	61.	51.	56.	65.		
2	6.....	11-0	85.	63.	74.	43.	82.	44.	58.	2	1....	57.	43.	43	43.	45.	45.	44.	45.	55.		
3	7.....	11-0	56.	0.	28.	31.	41.	25.	50.	3	5....	38.	49.	70.	59.	36.	37.	31.	35.	40.		
4	7.....	10-7	71.	71	71.	39.	62.	15.	38.	3	0....	39.	42.	42.	42.	45.	45.	44.	45.	49.		
5	5.....	9-2	44.	30.	37.	40.	17.	0.	48.	2	1....	35.	46.	46.	46.	45.	45.	44.	45.	41.		

*Recorded in one district only.

†Not recorded in this town.

SCHOOLS OF NEW LONDON COUNTY, 1887-8.
CLASSES.

* 179

SCHOOLS.				ARITHMETIC.			WRITING SENTENCES.							READING.			COMPOSITION OR LETTER.							
	Number pupils tested.	Number years in school.	Age.	Mental.	Addition.	Average.	Penmanship.	Capitals.	Punctuation.	Spelling.	No who could not spell				Thought.	Enunciation.	Average.	Thought.	Spelling.	Punctuation.	Date.	Address.	Average.	Average total.
											Whose	Which.	Name of town.	Average.										
C	3	.....	11	67.	75.	71.	60.	70.	10.	67.	1	1	.....	52.	45.	45.	45.	45.	45.	44.	45.	53.	
7	4	.....	10	85.	38.	62.	51.	78.	41.	70.	3	1	.....	60.	40.	45.	43.	50.	53.	58.	54.	55.	
8	7	.....	10-6	60.	57.	59.	32.	46.	4.	50.	2	1	.....	33.	43.	44.	44.	36.	31.	35.	34.	43.	
9	4	.....	13-7	60.	45.	53.	30.	55.	25.	60.	3	2	.....	43.	41.	41.	41.	45.	45.	44.	45.	45.	
10	6	.....	13	45.	17.	31.	35.	46.	10.	53.	2	0	.....	38.	47.	43.	45.	36.	36.	36.	36.	38.	
11	5	.....	9-4	76.	70.	73.	33.	40.	2.	53.	1	3	.....	32.	39.	39.	39.	40.	40.	40.	40.	46.	
12	13	.....	11	80.	58.	69.	41.	76	40.	69.	3	3	.....	57.	47.	47.	47.	45.	45.	44.	45.	54.	
	131	.....	10-10	68.	48.	58.	40.	59.	24.	58.	50	33	.....	46.	45.	47.	46.	44.	44.	43.	44.	48.	
D	5	4-5	10-7	74.	40.	57.	44.	58.	15.	86.4	1	0	2	50.8	52.	46.	49.	60.	57.	72.	63.	54.9		
2	10	6-10	13-1	68.	50.	59.	32.	44.	16.8	41.1	5	5	4	33.5	45.5	42.	43.7	45.1	45.1	....	45.1	45.4	
3	4	5-9	11-6	80.	50.	65.	46.2	65.	44.	79.7	2	1	0	58.7	56.2	56.2	56.2	54.	48.7	....	51.3	57.8	
4	9	7	12-1	64.4	44.4	54.4	29.4	44.4	15.2	47.	6	6	3	34.	37.7	37.7	37.7	20.	28.3	....	24.1	37.5	
5	15	....	11-3	59.3	46.6	52.9	42.3	41.6	5.6	60.5	0	0	3	37.5	45.	44.6	44.8	45.1	45.1	....	45.1	44.8	
6	22	6-2	11-3	60.7	40.9	50.8	42.	61.4	25.5	64.	12	3	5	48.2	26.1	27.	26.5	14.	27.	....	20.5	36.5	
7	8	6-3	11-4	63.8	37.5	50.8	32.1	30.	9.0	27.2	5	5	3	24.5	38.	38.	38.	75.8	30.8	...	53.3	41.6		
	73	5-2	11-7	67.1	44.2	55.7	38.2	49.2	18.7	57.9	31	20	20	41.	42.9	41.6	42.2	44.8	40.2	72.	44.5	45.5		
E	17	5-10	11-4	57.6	58.8	58.2	25.3	44.7	16.3	51.1	10	10	6	34.3	31.5	31.5	31.5	23.	20.	21.2	21.4	36.3		
2	3	8-4	13	60.	0.	30.	31.6	16.6	4.	46.3	2	2	0	24.6	36.6	36.6	36.6	6.6	13.3	....	9.9	25.2	
3	25	6-2	11-7	70.8	48.	59.4	33.	39.	8.9	61.9	12	24	9	35.7	41.8	41.8	41.8	34.8	32.6	....	33.7	42.6	
4	7	6-10	12	91.4	0.	45.7	39.3	44.3	12.1	62.	4	3	3	39.4	40.	40.	40.	85.7	92.8	....	89.2	53.5	
5	6	7-6	12	70	50	60.	44.1	83.3	33.1	70.8	2	1	2	57.8	45.	50.	47.5	28.3	52.5	....	40.4	51.4	
6	29	6-6	12-9	88.3	58.6	73.4	59.5	79.3	39.2	90.9	8	4	1	66.9	55.	55.	55.	56.2	56.	72.0	61.4	64.2		
7	4	7-3	12-9	65.	0	32.5	21.2	22.5	3.	18.	4	3	1	16.2	32.5	32.5	32.5	0.	0.	....	0.	20.3	
8	7	8-1	14-5	80	42.8	61.4	40.	55.7	25.1	71.7	2	2	2	48.1	42.1	46.4	44.2	2.8	14.3	....	8.5	40.5	
9	5	5	11	72	80.	76.	35.	50.	12.4	52.6	2	5	2	37.5	45.	45.	45.	6.	11.	....	8.5	41.7	
	103	6-10	13-5	73.9	37.5	55.7	36.5	48.3	17.1	58.3	46	54	26	40.0	41.	42.1	41.5	27.	32.5	46.6	29.1	41.6		
F	8	5-10	12-7	65	48.	56.5	12.	11.2	0.	36.2	3	7	4	14.8	40.	40.	40.	27.6	27.6	....	27.6	34.7	
2	17	4-4	10-7	63.5	23.5	43.5	28.	66.4	13.2	65.2	8	8	5	43.2	48.5	48.8	48.7	20.8	30.3	36.8	29.3	41.2		
3	5	6-2	11	80.	40.	60.	26.	48.	10.	72	1	0	2	39.	51.	49.	50.	20.	29.	..	25.	43.5		

TABLE III.—MARKING OF TESTS GIVEN IN
LESS ADVANCED

SCHOOLS.	Number pupils tested. Number years in school. Age.			ARITHMETIC.			WRITING SENTENCES.							READING.			COMPOSITION OR LETTER.							
				Mental.	Addition.	Average.	Penmanship.	Capitals.	Punctuation.	Spelling.	No. who could not spell				Thought.	Enunciation.	Average.	Thought.	Spelling.	Punctuation.	Date.	Address.	Average.	Average total.
											Whose.	Which.	Name of town.	Average.										
F	4	26	6-6	12	87.3	57.7	72.5	35.4	48.4	11.1	70.7	9	10	3 41.4	50.	50.	50.	17.3	24.2	18.	19.8	45.9		
	5	18	5-10	11-5	72.8	44.4	58.6	20.5	45.5	11.8	58.1	4	6	2 33.9	50.	50.	50.	20.5	23.3	....	21.9	41.1	
	6	26	6-8	11-6	83.	42.3	62.6	21.	60.8	23.6	56.	10	7	7 40 3	50.	50.	50.	10.4	9.8	....	10.1	40.8	
	7	10	6-4	12-2	51.	60.	55.5	25.5	20.	7.2	49.1	7	7	2 25.4	40.	40.	40.	27.6	27.6	....	27.6	37.1	
	8	12	5-7	12-4	83.3	58.3	70.8	27.5	45.	13.	68.	4	4	1 38.4	40.	40.	40.	10.	16.	....	13.	40.5	
	9	15	5-7	11	97.3	48.	72.6	34.3	69.3	37.	68.1	5	12	1 52.2	40.	40.	40.	12.6	45.6	....	29.1	48.5	
	10	19	5	9-3	91.6	58.	74.8	36.3	68.4	34.4	61.3	12	10	6 50.1	55.	55.	55.	30.	31.5	50.	37.1	54.2		
		156	5-10	11-7	77.4	48.	62.7	26.6	48.3	16.1	60.4	63	71	33 37.8	46.4	46.2	46.3	19.6	26.4	34.9	24.7	42.7		
C	1	8	6	11-6	59.	88.	73.	25.	40.	8.	76.	2	4	1 37.	58.	39.	48.5	11.	15.	....	13.	42.8	
	2	4	5-9	12-6	48.	25.	36.	31.	42.	9.	63.	5	3	4 36.	70.	13.	41.5	41.	34.	....	37.5	37.7	
	3	10	6	11-5	75.	20.	48.	17.	4.	0.	38.	4	7	4 15.	50.	55.	52.5	18.	17.	....	17.5	33.2	
	4	15	7-7	13	90.	67.	79.	20.	21.	2.	62.	3	6	1 26.	58.	39.	48.5	4.	13.	...	8.5	40.5		
	5	9	6	12	95.	22.	58.	30.	62.	22.	71.	7	7	4 46.	55.	50.	52.5	41.	33.	....	37.	48.4	
	6	8	5-5	11-7	89.	25.	57.	31.	9.	5.	48.	2	3	0 23.	58.	39.	48.5	0.	0.	....	0.	32.1	
	7	2	4-5	11-6	33.	17.	25.	15.	27.	12.	24.	4	4	4 20.	58.	39.	48.5	12.	12.	..	12.	26.4		
		56	5-10	11-8	69.7	37.7	53.7	24.1	29.3	8.2	54.5	27	34	18 29.	58.1	39.1	48.6	18.1	17.8	....	17.9	37.3	
H	1	7	6-6	12-6	42.9	28.5	35.7	32.1	60.	17.7	56.8	4	5	3 41.8	42.9	42.9	42.9	14.3	12.1	....	13.2	33.4	
	2	12	7	12-9	94.2	41.7	67.9	55.8	80.	17.7	76.3	3	3	0 57.4	49.6	47.5	48.5	53.7	42.5	67.9	54.7	57.1		
	3	6	4	10-2	63.3	66.6	64.9	32.5	11.6	0.	42.1	1	4	2 21.5	45.8	44.3	45.	3.3	6.6	....	4.9	35.8	
	4	1	8	12	80.	100.	90.	40.	40.	0.	80.	1	1	0 40.	50.	50.	50.	10.	50.	....	30.	52.5	
	5	7	5	11	47.1	14.3	30.7	22.1	24.3	1.7	39.4	7	4	3 21.9	47.9	46.4	47.2	64.3	10.	....	37.2	34.2	
		33	6-1	11-8	65.5	50.2	57.8	36.5	43.2	7.4	58.9	16	17	8 36.5	47.2	46.2	46.7	29.1	24.2	67.9	30.4	42.7		
I	1	7	5-3	11-3	35.7	14.2	24.9	32.8	35.7	5.3	45.4	5	5	2 29.8	36.4	36.4	36.4	10.7	15.7	...	13.2	26.1		
	2	18	6-6	12-10	81.6	66.6	74.1	37.7	67.2	20.2	72.4	9	6	5 49.3	49.1	49.1	49.1	34.7	27.2	....	30.9	50.8	
	3	35	5-1	11	84.5	34.3	59.4	27.1	51.1	15.4	57.4	20	15	23 37.7	49.5	50.2	49.8	11.	13.1	....	12.	39.7	
	4	12	5-9	11	84.1	75.	79.5	27.	33.7	6.1	60.8	7	5	6 31.9	50.	40.	45.	8.3	16.6	....	12.4	42.2	
	5	8	5-10	11-7	31.2	25.	28.1	31.2	23.7	3.1	38.9	5	5	3 24.2	45.	43.7	44.3	1.2	6.2	....	3.7	25.1	
	6	1	5	10	60.	100.	80.	25.	40.	0.	60.	1	1	0 31.2	50.	50.	50.	0.	0.	....	0.	40.3	
		81	5-7	11-3	62.8	52.5	57.6	30.1	41.9	8.3	55.8	47	37	29 34.	46.6	44.9	45.7	10.9	13.1	12.	37.3		

SCHOOLS OF NEW LONDON COUNTY, 1887-8.
CLASSES.

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SCHOOLS.	Number pupils tested.	Number years in school.	Age.	ARITHMETIC.			WRITING SENTENCES.					READING.			COMPOSITION OR LETTER.									
				Mental.	Addition.	Average.	Penmanship.	Capitals.	Punctuation.	Spelling.	No. who could not spell			Average.	Thought.	Enunciation.	Average.	Thought.	Spelling.	Punctuation.	Date.	Address.	Average.	Average total.
											Whose.	Which.	Name of town.											
J	6	6	11-4	91.6	33.3	62.4	46.6	93.3	60.5	86.5	0	0	0	71.7	53.3	54.1	53.7	43.3	48.3	...	45.8	58.4		
2	9	4-9	9-4	42.2	0.	21.1	23.9	34.4	9.7	41.	3	6	5	27.2	40.	40.	40.	14.4	10.	...	12.2	25.1		
3	4	5-6	11-7	70.	25.	47.5	32.5	22.5	6.	54.7	2	3	0	28.9	42.5	42.5	42.5	7.5	10.	...	8.7	31.		
4	4	5-6	11-1	95.	50.	72.5	21.2	35.	22.	63.2	3	2	0	35.3	48.7	51.2	49.9	42.5	20.	...	31.2	47.2		
5	2	5-6	11-3	95.	0.	47.5	20.	0.	12.5	63.5	0	0	0	24.	40.	40.	40.	20.	10.	...	15.	31.6		
6	6	6-2	10-10	75.	33.3	54.1	39.1	50.	18.8	58.6	3	3	1	41.6	51.6	50.	50.8	34.1	30.	...	32.	44.6		
	31	5-7	10-11	78.1	23.6	50.8	30.5	39.2	21.5	61.2	11	14	6	38.1	46.0	46.3	46.1	26.9	21.3	...	24.1	39.8		
K	17	5-5	10-3	70.6	52.9	61.7	25.6	33.5	11.8	54.1	10	11	3	31.2	31.7	31.7	31.7	20.2	20.	...	20.1	38.2		
2	48	5-6	11	86.2	31.2	58.7	30.3	60.6	5.	53.7	20	20	8	39.3	41.1	42.9	42.	25.2	25.	...	25.1	40.7		
3	5	6-3	11-8	96.	60.	78.	42.	90.	47.4	87.8	1	0	0	66.8	50.	50.	50.	57.	63.	59.	59.6	63.6		
4	23	5-3	10-10	73.	17.3	45.1	30.2	42.6	15.7	62.8	15	8	6	37.9	41.1	42.9	42.	28.7	22.8	...	25.7	37.6		
5	14	5-5	11	37.8	28.5	33.1	31.	38.5	15.2	58.6	7	7	3	35.8	46.0	46.7	46.3	7.5	15.3	...	11.4	31.6		
6	11	5-6	11	80.9	36.3	58.6	32.7	22.7	4.3	64.1	5	7	1	30.9	41.1	42.9	42.	12.7	17.2	...	15.	36.6		
7	13	6-5	12-3	73.8	38.4	56.1	34.6	52.3	18.2	70.5	6	4	4	43.9	52.	52.	52.	29.2	32.7	...	30.9	45.7		
8	1	5	11-8	70	0.	35.	50.	0.	0.	60.	1	0	0	27.5	40.	40.	40.	10.	10.	...	10.	28.1		
9	3	5-8	10-1	60.	66.6	63.3	33.3	43.3	0.	59.6	2	1	2	34.1	33.3	43.3	38.3	16.6	11.6	...	14.1	37.4		
10	4	4-9	10	82.5	50.	66.2	25.	22.5	0.	43.	2	4	2	22.6	41.1	42.9	42.	2.5	5.	...	3.7	33.6		
11	11	5-7	10-10	61.8	27.2	44.5	21.3	26.3	6.8	46.5	6	8	3	25.2	41.1	42.9	42.	9.5	12.2	...	10.8	30.6		
12	9	6	13-3	57.7	55.5	56.6	27.2	34.4	4.2	43.4	4	5	3	27.3	35.	35.	35.	6.6	8.9	...	7.7	31.6		
	161	5-7	11-2	70.8	38.7	54.7	31.9	38.8	10.7	58.6	79	75	35	35.2	41.1	42.7	41.9	18.8	20.3	59.	21.1	37.9		
L	34	6-5	13	97.6	76.5	87.	31.	88.8	44.7	83.2	16	5	1	62.2	55.	55.	55.	37.2	35.7	...	36.4	60.1		
2	11	5-6	11-8	83.6	54.5	69.	22.2	44.5	13.7	69.4	5	5	1	37.4	44.1	44.	44.5	12.2	11.3	...	11.7	40.6		
3	11	4	10-9	75.4	9.	42.2	21.3	53.6	13.5	63.2	4	5	1	37.9	51.8	51.8	51.8	25.	30.9	...	27.9	39.9		
4	9	3-7	10-3	58.8	33.3	46.1	18.3	26.6	14.	54.8	4	5	7	28.4	51.1	51.1	51.1	12.8	17.8	...	15.3	35.2		
5	55	6	12	85.3	57.8	71.5	38.6	73.2	34.4	85.1	20	10	6	57.8	55.	55.	55.	35.	33.7	...	34.3	54.6		
6	14	5-6	11-5	76.	79.	78.	29.	77.	32.	80.	4	4	6	55.	50.	48.	49.	41.	47.	...	44.	57.		
7	12	5	10-8	66.6	50.	58.3	29.6	50.	18.9	67.5	5	4	5	41.5	46.3	46.6	46.4	5.8	5.4	...	5.6	37.9		
8	7	6-8	12-4	54.	43.	49.	34.	44.	17.	61.	3	4	1	39.	30.	35.	33.	14.	25.	...	19.	35.		
9	1	4	10	40.	0.	20.	5.	0.	0.	20.	1	1	1	6.	30.	30.	30.	0.	0.	...	0.	14.		
10	13	5-6	11	82.	62.	72.	43.	61.	18.	76.	4	3	5	50.	45.	43.	44.	32.	42.	...	37.	51.		
11	45	5-4	11-7	72.9	32.9	52.9	27.8	59.3	29.6	74.	21	25	17	47.7	41.3	41.8	41.5	16.1	21.3	...	18.7	40.2		
	212	5-2	11-4	72.	45.3	58.7	27.2	52.5	21.4	66.7	87	71	48	42.	45.4	45.5	45.5	21.	24.5	...	22.7	42.3		

TABLE III. — MARKING OF TESTS GIVEN IN
LESS ADVANCED

SCHOOLS.	Number pupils tested. Number years in school.		Age.	ARITHMETIC.			WRITING SENTENCES.							READING.			COMPOSITION OR LETTER.							
				Mental.	Addition.	Average.	Penmanship.	Capitals.	Punctuation.	Spelling.	No. who could not spell			Thought.	Enunciation.	Average.	Thought.	Spelling- tion.	Date.	Address.	Average.	Average total.		
											Whose.	Which.	Name of town.											
M																								
1	5	3-9	10-2	60.	20.	40.	55.	68.	20.	50.6	3	4	348.4	60.	50.	55.	44.	25.	....	34.5	44.5		
2	10	6-3	12-7	79.	40.	59.5	52.5	59.	36.3	71.7	7	3	154.9	65.	65.	65.	56.5	46.5	....	51.5	57.7		
3	14	5-6	10-11	74.	50.	62.	37.8	75.	24.1	65.	10	5	450.5	46.	44.	45.	28.6	30.3	....	29.4	46.7		
4	8	6-9	12-1	86.2	87.5	86.8	42.5	71.2	39.2	76.4	5	4	157.3	48.7	48.7	48.7	3.7	11.2	....	7.4	50.1		
5	5	4-5	9-10	10.	0.	5.	38.	12.	2.4	44.4	3	3	324.2	47.	47.	47.	0.	0.	....	0.	19.1		
6	3	6-8	11-11	93.3	66.6	79.9	38.3	66.6	12.3	81.6	0	0	049.7	48.3	51.6	49.9	46.6	25.	....	35.8	53.8		
7	3	6-8	11-1	60.	33.3	46.6	43.3	33.3	4.	53.	1	1	033.4	33.3	33.3	33.3	5.	10.	....	7.5	30.2		
8	5	6	10-7	54.	20.	37.	21.	13.	0.	41.	4	3	218.7	36.	39.	37.5	4.	8.	....	6.	24.8		
10	3	6-4	11-11	3.3	0.	1.6	38.3	36.6	4.	48.6	2	1	131.9	23.3	28.3	25.8	0.	0.	....	0.	14.8		
11	10	5-5	11-2	70.	10.	40.	29.5	56.	18.8	54.5	7	4	839.7	36.	34.	35.	17.	20.	....	18.5	33.3		
12	2	4-6	9-6	10.	0.	5.	15.	10.	0.	16.5	2	2	210.4	30.	40.	35.	2.5	5.	....	3.7	13.5		
13	9	5-9	11	76.6	55.5	66.	33.9	52.2	5.4	59.6	8	2	237.8	43.9	43.9	43.9	21.6	15.5	....	18.5	41.5		
14	11	6-1	11-3	60.	27.3	43.6	51.8	67.7	35.4	65.8	3	6	555.2	50.	50.	50.	15.4	21.4	....	18.4	41.8		
15	3	4-4	10-6	66.6	0.	33.3	35.	36.6	0.	69.6	0	1	135.3	50.	48.3	49.1	6.6	16.6	....	11.6	32.4		
	91	5-2	11-6	57.3	29.3	43.3	38.	46.9	14.4	57.	55	39	3339.1	44.1	44.5	44.3	17.9	16.7	....	17.3	36.		
N																								
1	1	2-6	9	100.	100.	100.	50.	80.	12.	73.	0	0	053.7	55.	50.	52.5	60.	50.	....	55.	65.3		
2	5	7-4	11-11	62.	40.	51.	28.	34.	0.	53.6	2	4	428.9	40.	40.	40.	4.	4.	....	4.	40.9		
3	39	5-4	11-3	94.3	83.1	88.7	41.1	92.5	72.5	80.9	12	6	771.7	60.	55.	57.5	58.9	56.5	68.8	61.4	69.8			
4	2	6-6	13-3	0.	0.	0.	10.	15.	6.	35.	1	1	216.5	5.	5.	5.	0.	0.	...	0.	5.4			
5	33	6-6	12-6	88.8	69.6	79.2	39.9	88.8	53.6	84.7	12	3	466.8	60.	55.	57.5	41.4	52.5	63.3	50.6	63.5			
6	3	6-8	11-3	86.8	0.	43.4	21.6	46.6	8.3	49.	2	3	131.8	52.5	45.	48.7	13.3	35.	....	24.1	37.		
7	37	5-3	11-5	81.6	48.6	65.1	29.3	73.1	28.3	78.1	13	8	952.2	49.5	48.3	49.4	24.4	27.9	....	26.1	48.2		
8	10	5-5	11-3	80.	20.	50.	33.5	30.	62.	69.	2	4	248.6	50.	40.	45.	16.5	19.5	....	18.	40.4		
9	3	4-8	14-1	63.3	0.	31.5	63.	76.6	41.6	95.3	0	0	069.1	51.6	48.3	49.9	0.	0.	....	0.	37.6		
11	8	7-3	13-5	63.7	63.	63.3	40.	52.5	14.1	60.2	2	2	441.7	42.	41.	41.5	38.7	33.7	....	36.2	45.8		
12	4	6-6	11-1	95.	50.	72.5	43.7	95.	59.7	94.7	0	1	073.2	50.	55.	52.5	67.5	62.5	51.2	60.4	64.4			
13	47	5-10	11-10	93.3	82.	87.6	36.9	77.1	33.1	70.4	24	17	1454.4	45.	45.	45.	21.5	26.	....	23.7	52.7		
14	50	6-5	12-5	93.	54.	73.2	42.6	85.8	49.7	83.2	15	5	1065.3	50.7	49.4	50.	35.9	37.5	....	36.7	56.3		
	242	5-10	11-10	77.	46.9	61.9	36.8	65.1	33.9	71.3	86	54	5751.8	47.	44.3	45.7	29.3	31.1	14.1	33.4	48.2			
O																								
1	5	4-2	12-5	66.	40.	53.	41.	38.	2.4	65.2	2	1	136.6	50.	47.	48.5	22.	30.	55.	35.6	43.4			
2	4	6-3	11-2	95.	0.	47.5	51.2	90.	56.2	73.	1	2	167.6	53.7	51.2	52.4	51.2	53.7	....	52.4	54.9		

SCHOOLS.	Number pupils tested.	Number years in school.	Age.	ARITHMETIC.			WRITING SENTENCES.							READING.			COMPOSITION OR LETTER.				Average total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
				Mental.	Addition.	Average.	Penmanship.	Capitals.	Punctuation.	Spelling.	No. who could not spell			Thought.	Enunciation.	Average.	Thought.	Spelling.	Punctuation.	Date.		Address.	Average.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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TABLE IV.—MARKING OF TESTS GIVEN IN
MORE ADVANCED

SCHOOLS.	Number pupils tested.	Number years in school.	Age.	ARITHMETIC.						READING.				LANGUAGE.				Total Average.	
				Mental.	Addition.	Interest.	Time.	Multiplication and Division.	Average.	Thought.	Expression.	Enunciation.	Average.	Statement.	Penmanship.	Capitals and Punctuation.	Spelling.		Average.
A	6 *	13	.....	66.6	66.6	41.6	.....	58.3	55.	55.	55.	55.	46.6	33.3	35.	64.8	44.9	55.5	
5	3	15-8	.....	66.6	100.	..	...	0.	58.8	51.6	50.	41.6	47.7	64.9	41.6	60.	93.3	64.9	57.1
6	3	16	.....	66.6	0.	.....	0.	22.2	46.6	46.6	43.3	45.5	76.6	46.6	48.3	86.6	64.5	44.1	
	12	14-10	.....	66.6	55.5	13.8	0.	45.3	51.1	50.5	46.6	49.4	62.7	40.5	47.7	81.5	58.1	50.9	
C	53 *	12-3	73.	69.	26.	57.	56.	56.	60.	60.	58.	59.	68.	57.	69.	86.	70.	62.	
3	7	15	65.	18.	10.	57.	37.5	37.	44.	44.	44.	44.	58.	39.	46.	49.	48.	43.	
7	4	14	95.	35.	0.	57.	46.7	46.	48.	48.	44.	47.	59.	41.	71.	81.	63.	52.	
	64	13-9	77.6	40.6	12.	57.	43.4	46.1	51.	51.	48.	50.	62.	45.	63.	72.	60.	52.	
D	10	8-3	13-8	66.5	50.	30.	10.	30.	37.3	47.	47.	47.	47.	43.5	36.5	27.5	78.	46.4	43.6
7	10	8-4	13-5	57.	80.	30.	10.	70.	49.4	56.	55.5	53.	54.8	83.5	51.	56.5	78.5	67.4	57.2
	20	8-3	13-5	61.7	65.	30.	10.	50.	43.3	51.5	51.2	50.	50.9	63.5	43.7	42.	78.2	56.9	50.4
E	5	7-10	13-10	70.	100.	60.	70.	80.	76.	57.	57.	54.	56.	81.2	53.7	76.2	100.	77.8	69.9
3	26	8-8	13-6	70.	100.	40.8	47.3	53.8	62.3	45	45.	45.	45.	72.1	46.	47.5	75.	60.1	55.8
6	3	9	15-4	70.	100.	66.6	66.6	66.6	73.9	55.	55.	55.	55.	80.	80.	94.	100.	88.5	72.4
9	2	8	13	70.	100.	100.	100.	100.	94.	45.	45.	50.	46.6	80.	55.	94.	100.	82.2	74.2
	36	8-4	13-11	70.	100.	66.8	70.9	75.1	76.5	50.5	50.5	50.8	50.6	78.3	58.6	77.9	93.7	77.1	68.1
F	5	7-5	13	64.5	67.9	60.	40.	65.7	59.6	40.	40.	40.	40.	58.9	58.9	58.9	58.9	58.9	52.8
2	7	7-8	13-2	63.	14.3	0.	0.	41.4	25.7	55.	55.	55.	55.	19.3	40.	31.4	82.1	43.2	41.3
3	5	7-2	13-2	66.	60.	59.	60.	80.	65.	53.	54.	53.	53.3	47.	45.	39.	99.	57.5	58.6
5	12	7-7	13-3	64.5	83.3	66.	75.	58.3	69.4	55.	55.	55.	55.	42.	38.3	19.6	81.2	45.3	56.6
7	3	9-4	17	64.5	100.	33.3	100.	65.7	72.7	50.	50.	50.	50.	59.4	41.6	50.	86.6	59.4	60.7
9	6	9	16	64.5	83.3	98.3	100.	83.3	85.9	50.	55.	50.	50.	70.	59.1	71.6	96.6	74.3	70.1
10	3	4-8	13	64.5	66.6	33.3	62.5	65.7	58.5	55.	55.	55.	55.	71.9	40.	79.3	96.6	71.9	61.8
	41	7-6	14-1	64.5	67.9	49.9	62.5	65.7	62.4	51.1	52.	51.1	51.1	52.6	46.1	49.9	85.8	58.6	57.4
G	7	7-5	13	60.	35.	0.	0.	43.	27.6	50.	50.	35.	45.	32.	33.	53.	76.	48.5	40.3
2	1	12	16	60.	100.	50.	100.	31.	68.2	45.	45.	0.	30.	35.	25.	40.	60.	40.	46.1
3	1	9	16	60.	35.	90.	0.	31.	43.2	50.	55.	55.	53.3	32.	33.	53.	76.	48.5	48.3

*Not recorded in this town.

SCHOOLS OF NEW LONDON COUNTY, 1887-8.
CLASSES.

*185

SCHOOLS.	Number pupils tested.	Number years in school.	Age.	ARITHMETIC.						READING.					LANGUAGE.					Total Average.
				Mental.	Addition.	Interest.	Time.	Multiplication and Division.	Average.	Thought.	Expression.	Enunciation.	Average.	Statement.	Penmanship.	Capitals and Punctuation.	Spelling.	Average.		
4	2	10-6	16-6	60.	0.	95.	100.	31.	57.2	50.	50.	35.	45.	32.	33.	53.	76.	48.5	50.2	
5	5	8-5	15	60.	40.	78	80.	56.	62.8	55.	55.	50.	53.3	35.	48.	49.	70.	50.5	55.5	
6	1	10	17	60.	0.	0.	100.	90.	50.	50.	50.	35.	45.	25.	25.	70.	100.	55.	50.	
	17	9-6	15-7	60.	35.	52.1	63.3	47.	51.5	50.	50.8	35.	45.2	31.8	32.8	53.	76.3	48.5	48.4	
H																				
1	5	9-6	16-5	65.8	100.	60.	40.	80.	69.2	54.	53.	46.	51.	51.	41.	35.	79.	51.5	57.2	
2	2	7	14-6	85.	50.	50.	100.	100.	77.	55.	55.	52.	54.2	80.	55.	80.	95.	77.5	69.6	
3	7	7-9	13-7	65.8	57.1	57.1	0.	57.1	47.4	50.7	50.7	47.1	49.5	60.	41.4	45.7	95.7	60.7	52.1	
4	3	9-8	15-4	55.	100.	33.3	100.	0.	57.6	51.6	51.6	48.3	50.5	57.1	51.6	33.3	80.	55.5	54.5	
5	4	7-9	12-9	57.5	0.	0.	25.	75.	31.5	38.7	38.7	35.	37.5	37.5	35.	38.7	71.2	45.6	38.2	
	21	8-4	14-6	65.8	61.4	40.1	53.	62.4	56.5	50.	49.8	45.6	48.5	57.1	44.8	46.5	84.1	58.1	54.3	
I																				
1	2	6-6	14	79.2	50.	0.	0.	50.	35.8	55.	55.	55.	55.	61.9	50.4	49.4	84.8	61.6	50.8	
2	5	7-5	14-2	74.	40.	60.	20.	40.	46.8	58.	58.	58.	58.	73.	53.	49.	98.	68.2	57.6	
3	24	8-2	13-5	73.5	45.8	4.1	54.1	49.5	45.4	55.	55.	50.	53.3	73.7	47.5	50.4	82.	63.4	54.	
4	8	8-6	14-1	79.2	100.	61.2	0.	75.	63.1	55.	50.	50.	51.6	78.1	50.	60.	80.6	67.2	60.6	
5	2	8-6	16	90.	100.	50.	100.	100.	88.	60.	60.	60.	60.	85.	55.	67.5	95.	75.6	74.5	
6	3	10-4	16	79.2	66.	28.5	43.5	33.3	50.2	43.3	43.3	43.3	43.3	0.	46.6	20.	68.6	33.8	42.4	
	44	8-3	14-7	79.1	66.9	34.1	36.2	57.9	54.9	54.4	53.5	52.7	53.5	61.9	50.4	49.4	84.8	61.6	56.6	
J																				
1	2	9	14-6	74.4	25.	100.	100.	95.	78.9	55.	55.	55.	55.	82.5	67.5	77.5	100.	81.8	71.9	
3	4	8-9	14-8	74.4	25.	25.	0.	0.	24.9	45.	40.	40.	41.6	57.5	36.2	33.7	85.	53.1	39.9	
4	9	6-10	13	74.4	66.6	44.4	55.5	88.8	65.9	43.9	43.9	43.9	43.9	46.6	50.	40.	63.9	50.1	53.3	
6	1	11-6	14-8	74.4	0.	0.	0.	0.	14.9	55.	55.	55.	55.	50.	50.	50.	75.	56.2	42.	
	16	9	14-2	74.4	29.1	42.3	38.8	45.9	46.1	49.7	48.4	48.4	48.8	59.1	50.9	50.3	80.9	60.3	51.7	
K																				
1	8	8-10	14-6	80.	50.	50.	62.5	25.	53.5	31.7	31.7	31.7	31.7	45.6	45.	47.5	70.6	52.2	45.8	
2	17	7-5	13-4	71.9	23.5	17.	41.1	52.9	41.2	41.1	41.1	42.9	41.7	42.7	43.1	54.8	76.5	54.3	45.8	
3	6	7-8	13-1	64.1	33.3	65.	0.	33.3	39.1	41.1	41.1	42.9	41.7	52.5	32.5	21.5	57.5	41.	40.6	
6	2	10	15-8	77.5	50.	0.	0.	50.	35.5	40.	40.	46.	42.	40.	45.	32.5	52.5	42.5	40.	
7	3	7-8	15-11	80.	33.3	0.	100.	100.	62.6	55.	55.	55.	55.	68.3	60.	75.	86.6	72.4	63.3	
8	3	6-8	13-9	71.9	66.6	0.	0.	0.	27.7	55.	55.	43.3	51.1	68.3	51.6	93.3	96.6	77.4	52.1	

TABLE IV.—MARKING OF TESTS GIVEN IN
MORE ADVANCED

SCHOOLS.	Number pupils tested.	Number years in school.	Age.	ARITHMETIC.						READING.				LANGUAGE.					Total Average.
				Mental.	Addition.	Interest.	Time.	Multiplication and Division.	Average.	Thought.	Expression.	Enunciation.	Average.	Statement.	Pennmanship.	Capitals and Punctuation.	Spelling.	Average.	
9	7	8-7	13-7	71.9	71.4	100.	84.2	71.4	81.8	33.3	33.3	43.3	36.6	72.1	54.2	59.2	75.	65.1	61.2
10	1	6	12	70.	100.	0.	100.	0.	54.	45.	45.	50.	46.6	5.	50.	50.	50.	38.7	46.4
11	2	9-6	15-1	60.	100.	0.	0.	50.	42.	41.1	41.1	42.9	41.7	75.	75.	62.5	100.	78.1	52.3
12	3	7-8	14-2	71.9	100.	33.3	66.6	66.6	67.7	35.	35.	35.	35.	58.	45.	51.6	100.	63.6	55.4
	52	8-3	14-2	71.9	62.8	26.5	45.4	44.9	50.5	42.	41.8	43.3	42.3	52.7	50.1	54.8	76.	58.5	50.3
L																			
1	26	7-11	14-10	81.1	88.4	53.1	84.6	88.4	79.1	60.	60.	60.	60.	56.5	48.3	67.5	93.5	66.4	68.5
2	1	10	16-1	90.	0.	50.	90.	0.	46.	50.	50.	50.	50.	20.	45.	50.	90.	51.	49.
8	5	8-7	14-6	95.	80.	20.	100.	60.	71.	50.	50.	50.	50.	77.	53.	80.	98.	77.	66.
4	1	9	14-3	80.	100.	0.	0.	100.	56.	50.	50.	50.	50.	64.	64.	64.	64.	64.	56.6
6	8	8-9	15-7	77.5	100.	88.8	75.	100.	88.3	51.	51.	49.	50.3	59.3	57.5	61.2	96.2	68.5	69.
10	9	9-3	13-8	77.2	55.5	22.2	77.7	66.6	59.8	54.4	54.4	54.	54.3	54.	47.3	51.1	91.	60.8	58.3
11	8	6-4	12-10	78.7	75.	34.3	23.7	62.5	54.8	50.	50.	50.	50.	53.7	41.8	44.3	88.7	57.1	53.9
	58	8-6	14-6	82.7	71.2	38.3	64.4	68.2	65.	52.2	52.2	51.8	52.	54.9	50.9	59.7	88.7	63.5	60.1
M																			
1	2	7-6	14-8	75.	100.	50.	50.	50.	65.	65.	60.	60.	61.6	90.	65.	90.	100.	86.2	70.9
2	1	9	15-7	90.	100.	100.	100.	100.	98.	70.	70.	70.	70.	90.	60.	90.	100.	85.	84.3
6	2	9	13-10	75.	100.	50.	50.	0.	55.	50.	50.	50.	50.	45.	40.	45.	100.	57.5	54.1
8	4	8-3	13-9	67.5	100.	25.	47.5	47.5	57.5	53.7	53.7	50.	52.5	32.5	46.2	48.7	91.2	54.6	54.9
9	3	6-8	12-6	85.	66.6	66.6	33.3	66.6	63.6	53.3	53.3	53.3	53.3	46.6	40.	35.	81.6	50.8	55.9
11	4	7-9	14-7	76.8	75	75.	75.	25.	65.	50.	50.	50.	50.	18.7	13.7	18.7	25.	19.	44.8
12	3	6-8	12-4	65	33.3	0	33.3	0.	26.3	35.	35.	35.	35.	58.3	50.	71.6	96.6	69.1	43.4
	19	7-10	13-10	76.7	82.1	52.3	55.6	41.3	61.6	54.	53.1	52.6	53.2	54.4	45.	57.	84.9	60.3	58.3
N																			
2	3	10	14-9	79.	100	0.	33.3	0	42.4	40.	45.	38.	41.	33.3	35.	30.	66.6	41.2	41.2
3	19	7-2	13-5	79	89.4	13.1	83.6	52.1	63.4	55.	55.	55	55.	52.6	41.8	52.6	85.8	58.2	58.8
5	4	9-3	14-10	95	100	75.	100.	100	94.	60.	55.	55.	56.6	67.5	56.2	71.2	100.	73.7	73.7
6	3	10	14-8	80.	66.6	66.6	66.6	100.	75.9	41.6	41.6	41.6	41.6	36.6	43.3	26.6	60.	41.6	53.0
7	20	8-7	14-6	68.7	85.	55.	49.5	60.8	63.8	60.	55.	55.	56.6	79.5	54.2	60.	97.7	72.8	64.4
8	1	6	12-1	79.	100.	100.	100.	0.	75.8	50.	40.	40.	43.3	50.	50.	50.	90.	60.	59.7
10	2	7	15-10	60	0.	0	100.	50.	42.	50.	50.	50.	50.	75.	50.	52.5	100.	69.4	53.8

SCHOOLS OF NEW LONDON COUNTY, 1887-8.
CLASSES.

* 187

SCHOOLS.				ARITHMETIC.						READING.				LANGUAGE.					Total Average.
	Number pupils tested.	Number years in school	Age.	Mental.	Addition.	Interest.	Time.	Multiplication and Division.	Average.	Thought.	Expression.	Enunciation.	Average.	Statement.	Penmanship.	Capitals and Punctuation.	Spelling.	Average.	
12	17	7	13-10	90.	100.	90.	0.	100.	76.	50.	50.	55.	51.6	75.	55.	90.	100.	80.	69.2
13	18	7-5	13-7	70.5	77.7	32.2	44.2	55.5	56.2	45.	40.	40.	41.6	47.	45.8	51.9	93.9	59.6	52.4
14	10	8-10	15-5	78.	60.	30.	90.	90.	69.6	53.	52.	51.	52.	49.5	47.	59.5	100.	64.	61.8
	81	8-1	14-3	77.9	77.8	46.1	66.7	60.8	65.9	50.4	48.3	48.	48.9	56.6	47.8	54.4	89.4	62.	58.8
Q	5	8	13-4	78.	80.	40.	60.	60.	63.6	55.	55.	55.	55.	20.	20.	22.	40.	25.5	48.1
3	11	8-2	14-2	81.8	87.7	72.7	54.5	72.7	73.7	56.1	55.5	53.9	55.1	61.8	54.5	69.1	100.	71.3	66.7
4	6	6-9	14	63.3	83.3	0.	50.	50.	49.3	59.1	57.5	59.1	58.5	60.8	50.8	52.5	90.	63.5	57.1
5	6	7-4	15-1	90.	100.	100.	100.	100.	98.	54.1	54.1	47.5	51.9	50.	50.8	52.5	98.3	62.9	70.9
	28	7-7	14-2	78.3	87.7	53.2	66.1	70.7	71.2	55.8	55.5	53.9	55.1	48.1	44.	49.	82.1	55.8	60.7
P	1	10	15	80.	100.	0.	100.	100.	76.	55.	55.	55.	55.	35.	55.	85.	100.	81.2	70.7
2	5	8	13-10	80.	60.	0.	0.	60.	40.	53.	55.	53.	53.6	67.	49.	65.	100.	70.2	55.9
	6	9	14-5	80.	80.	0.	50.	80.	60.	54.	55.	54.	54.3	76.	52.	75.	100.	75.7	63.3
Q	1	9	15-5	80.	100.	100.	100.	100.	96.	55.	55.	55.	55.	65.	55.	80.	100.	75.	75.3
7	13	7-10	14-8	80.	84.6	76.9	76.9	84.6	80.6	55.	55.	55.	55.	63.4	47.7	57.	95.7	65.9	67.2
	14	8-5	15	80.	92.3	88.4	88.4	92.3	88.3	55.	55.	55.	55.	64.2	51.3	68.5	97.8	70.4	71.2
R	6	6-11	14	83.3	100.	16.6	66.6	16.6	56.6	52.5	53.3	52.5	52.7	78.3	48.3	69.1	97.5	73.3	60.8
4	1	10	15-4	60.	0.	0	0.	0.	12.	55.	55.	55.	55.	56.6	44.3	43.	89.5	58.3	41.7
5	2	7	12-7	47.5	0.	0.	0.	50.	19.5	52.5	52.5	50.	51.6	47.5	45.	30.	90.	53.1	41.4
6	1	9	15-7	70.	100.	0.	100.	100.	74.	55.	55.	55.	55.	40.	45.	20.	100.	51.2	60.1
7	6	5-4	12-5	52.5	33.3	0.	0.	0.	17.1	52.5	52.5	55.	53.3	60.8	39.1	53.	70.6	55.8	42.1
	16	7-7	13-11	62.6	46.6	3.3	33.3	33.3	35.8	53.5	53.6	53.5	53.5	56.6	44.4	43.	89.5	58.3	49.2
S	5	6-7	13-11	58.	100.	40.	40.	40.	55.6	55.	55.	50.	53.3	61.	51.	37.	97.	61.5	56.8
2	1	10	14-6	50.	0.	0.	100.	0.	30.	50.	40.	50.	46.7	50.	50.	20.	60.	45.	40.6
	6	8-3	14-2	54.	50.	20.	70.	20.	42.8	52.5	47.5	50.	50.	55.5	50.5	28.5	78.5	53.2	48.7

I respectfully submit the following observations on the methods and results of instruction in the branches covered by the tables.

Reading:—The first school subject is reading.

A large part of school time is given to reading-classes. The younger pupils are said to read at least twice each day, frequently four times, and in one or two schools they were reported as reading eight times during each school session. It is quite right that such particular attention should be given to this branch, but when so much time and effort is expended, the pupils should show corresponding proficiency.

There is not general proficiency in this branch, but on the contrary, most of the reading amounts to very little. One reason for this is, that the children are not intelligently taught at the beginning. As the table shows, a large part of the schools use the alphabet as the basis of teaching reading. When the letters are learned, the children slowly name the letters of each word as the teacher's pencil moves along, dwelling still upon letters, not upon the meaning. This is all the instruction that is given. After a time it is not necessary to name each letter in every word because unconsciously words as wholes have been learned, but each word is pronounced as if it had no connection with its neighbors, and was not the sign of an idea, but merely the sign for an explosion.

Parents, teachers, and pupils all measure success in reading by the ground covered. In nearly every school the pupils were reading in books altogether beyond their mental capacities. Third and fourth and fifth readers were in the hands of children who were still spelling out and spacing every word, and needed elementary instruction.

Few schools use any other reading matter than the prescribed text-book. The advantage to each child of varied and interesting reading has not been thought of. Too often the books are learned by heart. As soon as the children spy the picture of the page they do not need the text. This is called *thoroughness*, but it is very doubtful whether it is not worse than too rapid advancement.

A few teachers had trained children from the outset to grasp the meaning, and give it with intelligent expression. In such schools younger pupils read better in every respect than the older ones, some of whom were twice as old and had been in school twice as many years. These well-prepared children were not above the average in intellectual capacity, nor did they come

from homes which would stimulate them to any unusual progress. They owed their advancement to the correct methods and the stimulus of interested and interesting instruction.

Undoubtedly it is a part of the teacher's work to cultivate in children a taste for good reading. One of the questions asked each teacher was whether any attempt was made to encourage and guide children in their general reading. Many declared that they had never thought of it. Others said that it was none of their business what the children read outside of school. A few teachers, and they were very few, had given time and thought to directing, so far as circumstances would permit, the general reading of children.

This is a matter of preëminent importance. Not more than one-eighth of the schools visited were graded. The rest were ungraded and situated in sparsely-settled districts. Barely a dozen have a library. Very few of the children have any books at home, or have access to any public library. How to give children access to suitable reading is a question demanding the serious attention of parents, school officers, and teachers.

Arithmetic. — Perhaps a half-dozen schools taught elementary arithmetic by systematically developing number, but almost invariably the teacher answered the question as to what method was used by the stereotyped phrase "follow the book," and this was literally true not only for elementary but for advanced classes.

Months and terms are spent in counting, learning to write unheard-of numbers, bawling the multiplication and perhaps other tables. No systematic development of number is thought of. No concrete examples, except the few in a small book, are given. No thorough drill is attempted. No rapid handling of numbers, no accuracy with figures, no training of the reason, is the result. Most of the so-called mental examples have been carefully studied before the recitation. Definitions and rules will be repeated fluently, and yet the pupil is unable to perform simple examples involving one or two steps of reasoning. One or two illustrations are pertinent.

A boy over ten years of age was being taught to count to one hundred, but could not tell the sum of two and two. The teacher gave as the reason for teaching him thus to count, before he could add, that "when he received change at the store he could count it."

In another school, a class of three gave with great fluency the

definitions of "unit," "arithmetic," "counting," "scale," "counting off," "group," etc. They read numbers up to sextillions, but they could not tell how many fours there were in sixteen. The teacher said that they had never done anything in multiplication or division. These children had been in school about four years. It is not to be wondered at, then, that under such unnatural methods so many children attend school seven and eight years without reaching percentage and its application to interest.

Again, after consuming four to six years in comparatively useless work, work on simple mental examples is difficult and very slow indeed. Addition and subtraction were frequently performed by counting on the fingers, and it sometimes took two minutes for children to work the easy examples in addition. The older pupils were as backward as the younger ones in dealing with the problems. The general inability to deal with mental examples in percentage indicates that no drill is given in that branch.

The example in interest was to find the interest at 8 per cent. on \$2,000 from date to January first. In all cases this time was less than one year, and in some cases less than a month. In almost every instance both dates were put down on the paper and compound subtraction performed. The method used was usually the six-per-cent. method, though several schools worked the problem by other and shorter methods.

In the fourth example, 120 was used as a multiplier in order to give opportunity of abbreviating the work. In nearly every case there were two and sometimes three partial products. The idea of multiplying by twelve at once and annexing a cipher to the product had never been suggested.

The arithmetic class reflects the character and influence of the teacher, and the habits of the scholars. In a few schools the work was carefully and neatly arranged. In most schools the examples were so run together and confused that it would be impossible for any one unfamiliar with the figures of the examples, to separate the examples and ascertain what the scholar had attempted to do. The decimal point was often carelessly used. Examples in interest frequently were found without a single decimal point. This lack of training is illustrated by the treatment of the third problem. The answer is \$10.15, but frequently the scholars wrote the answer \$101.50; others, \$1015. Evidently children of ten years and older should have been trained to consider the problems of arithmetic as realities, and to know almost

without calculation that at \$1.75 a day it would be impossible to earn either one hundred or one thousand dollars in five days.

If trained to self-reliance, children will not be eager to copy and compare results with schoolmates. Independent work, resulting invariably in correct results, is possible in this branch. This spirit of self-reliance was not always displayed. A boy over twelve years old went across the school-room, sat down in the seat with the oldest girl in school, compared and corrected his work, returned to his own seat, and copied the work upon the paper. This he repeated for each example while the teacher looked on, without making any effort to stop him. This was the worst instance, but there were too many schools in which the pupils were accustomed to copy the work of some one scholar who was able to solve the problems. In a few schools there was no independent work, and every difficulty was an insurmountable obstacle, unless removed by the teacher. In gratifying contrast to these helpless schools, many were visited in which the pupils even in double seats would work the examples, not observing or attempting to observe what others were doing or had done.

Language, Composition, Grammar. — The teaching and results in these subjects were very unsatisfactory. Children ought to be able very early to write correctly, at dictation, simple sentences, and finally to express their own thoughts in correct form.

In fact, the children 12 years old were unable to do either of these things. Letter-writing is important, but is not often taught, or is reserved for high schools or the older scholars.

The following are specimens of the letters, stories, and reproductions. A few of the poorest and a few of the best are selected. First are stories about a ten-cent piece. The punctuation, spelling, and capitals are just as the children wrote them :

I.

I had a 10 c gave to me by my Father I spent it for candy

[Boy, 12 years old ; in school 6 years.]

2.

If i had ten cents i wouldbye A knife

[Boy, 12 years old ; in school 7 years.]

3.

Got it from ny farther. ppend it for candy- to the store- and orange.

[Girl, 11 years old ; in school 5 years.]

4.

Ten Cents

If i had. ten cents i would by some candy and I shall eat it up very .Quick if it ernt to hard I lo.v e it hard as a stone it was not good for Northing i bought to the store it tasted like a brick i eat so mutch that i had to hove Five teeth pulled it felt good the docters was puhlling It

[Boy, 12½ years old ; in school 6 years.]

5.

Once a little girl about five years old earned ten cents going on erends for her neighbor. First she shoed it to her mother and her mother said she could spend it. She went by the candy store and came to the toy shop and finerly celecte a box of paints. She took great comfort useing her paints and thus she was repaid for her labor

[Girl, 11 years old ; in school 5 years.]

6.

once there was a little boy, and he had a ten cent piece. he was going to a store to buy some candy. When he had got half the way to the store he saw a boy crying. he went up to him and asked him what the matter was. the boy that had ben crying said, I am hungry and have nothing to eat. then the other boy went along twoard the store without another word. when he got there he said he wanted some oranges. the clerck gave him two, and then took the ten cents. the boy thought that he would. give the oranges to the boy that he had seen crying. so,he went back to where he had seen the boy and gave it to him.

[Girl, 9½ years old ; in school 4 years.]

Few wrote as much as the last three pupils. Some could think of nothing to write, and in order to obtain a written paper from them they were asked to write what they saw on their way to school. Very few succeeded in writing much. The following are samples, the longest one being decidedly the best one written :

7.

T sam Man Wagom Hovrse

[Boy, 12 years old ; in school 8 years.]

8.

isow to men cuting wood isaw fortien cow s in onlot ahors runing
in thelot ando turky ancow

[Boy, 11 years old ; in school about 6 years.]

9.

What I saw on the way to school.

While on my way to school I met a runaway horse galloping at a fearful rate towards me. As it came near, I placed myself in the middle of the road to stop it, but it sheered out of my way into the ditch. The wagon to which it was hitched tipped over and caught on a rock. The horse struggled to get free but I quickly caught him by the bridle and held him. As soon as he became quiet I unhitched him and led him down the street. I soon met his owner and gave him up.

[Boy, 13 years old ; in school 8 years.]

10.

Dear Bothor,

I will meet you at the depo to morrow Be Sure and be there and I will Be there to I am tirmed now so I must Stop Learn my Lesson now do you Study Spelling it is chander hard I mist Close my Letter

[Girl, 12 years old ; in school 4 years.]

The following are samples of the letters written by children who were given the less advanced tests :

11.

Dear mother i will be home soom And i hope that you will meet me to The depot i have had a nice time i have not much news to tell i want to see you aunt says she would like to have you come way down to the house she wants to see you very much i cant think of any more to tell so good by from your daughter

[Girl, 10 years old ; in school 5 years.]

12.

Willamitc C t Dec 8, 87

Dear Pa.

I am going to have my teeth filled and I guess I shall scream. I saw a horrid little black monkey. And he came and took his hat off right in front of me. And I gave him a kick and he howled. I wanted to go ridding last night but it rained so I could not. I saw a man that

got his leg broke. And I felt very sorry for him and he had to have it cut off. And that was horrid. I want to go up to Hartford tomorrow and do some shopping. I like staying at this place very much indeed. It is not so noisey as it is some times. I think that I will come home next week Satiday. I have some of the funnest dolls they are about as long as your fingnar and dressed in bright red, and their hats are red and have a red feather on it. It is very pleasant becouse when I sit in my west window I can see all most every team and person that passes. T hey are putting up a new building but I do not know what it is for. I have seen Mr —— two or three times his wife is very sick. They dont think that she will live long. He says that would like to see you all very much. My bed is very hard indeed and I sleep cold most all the time. They have got some very pretty sleds in some of the stores. Is Mamma pretty well. It is most bed time. I wish that you would meet me at the deopo and bring up my trunk for me.

Good by from your only daughter

[Girl, 10 years old ; in school about 5 years.]

13.

New London Conn

January 19th 1888,,

Dear Mother

I now take pleasure in Writeing you these few lines hopeing to find you well and in good health I am In New Loldon at uncles. And yesterday i went down state to Mr. —— Store, and to my suprise i saw A horse running away of which I got frigtened this is all of any importance i have to say now eccept uncle and and the family is well. meet me at the depot withe the horse and team
so good by this is all i have to say at present

Your Dear son

[Boy, 14 years old ; 7 years in school.]

The following samples of the reproduction of Mercury and the Woodman are not the worst. The story was so simple that few failed to get the thought :

14.

Mercury and the Woodman.

A woodman was fellen a three and by chance let his ax fall in the rivver he sat down by the side of the river and ter demaned his lost bitterly mercury came and seen his fuss Was made over his ax dove and brought up A golden ax the man denyng he dove the secon time and brought up a silver ax by the man denyng it he dove and brought up

very identical ax that is mine said the woodman reached out his hand to grasp woodman mercury so pleased With the mon onesity not only restored to him his one ax but give him the other too the wood man goin home and telling his friends one of his friends thought he would try the sane thing so goin to the same spot and come menced cutting and by means let his ax slip ine river he sat donn by the side of the stream and made a fuss over his ax mearcury came as be fore seeing that his fuss fuss was mad over his he dove and brought up a golden ax he asked the wood man if that was his are ak sad the wood man reached out his hand to grasp it mear cury let it fall ine the river and would not as mucl as to restor to him his one ax truth and policy is the best

[Pupil 14 years old ; in school 8 years.]

15.

Mercury and the Woodman.

A Woodman was felling a tree by the Side of a River when by Chance Let Slip his ax into the River and Lamented his Loss Bitterly at this Moiment Mercury Whoese River it Was Appeared before him Learning from him the Cause of his trorbte Dived down and bringeng up a golden ax asked the Woodman if that was his and the Woodman Said No and Mercury Dived his Second time and brought up a Silver ax asked the woodman if that was his repom the mans Denying it Mercury Dived his third time and bringeng up the Indentical ax which the Mam had Lost that is Mine Said the Woodman Delighted to have Recovered his own Mercury S o pleased with the fellows Homesty that he at omce made him a Pressent of the other two the Woodman went and told his friends of his good Luck and ome of them Determined to try his Luck So prepering to the Same ploce as Cutting Wood Let Slip his ax om purpose in to the River and Sat down om the Side of the River and made a great show of weeping Mercury appead ors before and the man told him the Loss of his ax Mercury Dived for his first time and bringng up a golden ax ask the woodman if that that was his aye Surely Said the man as he wos about grasp the treesere and Mercury to pumish his Impudince would Not as Much as give that but would Not as Much Return him his own ax.

Homesty is the Best Policy

[Pupil 12 years old ; 5 years in school.]

16.

Murcury and The Woodman

A Man was shopping wood by a river when by chance he let go his axe and he at once sat down on a lag and cried just then murcurey to who the river belonged appeared and asking what the matter was he

dove in after the axe and bringing up a golden axe he asked if it was the axe the man had last the man answered no so he dove again and brought up a silver axe and asked if it was the axe the man answered na so he dove again and brought up the right axe and asked if it was the axe the man answered yes so murcury was so glad ta see that the woodman did not tell lies that he made him a presant off the two axeses and when the woodman went home he told how he lad dane anoter man went and threw his axe in and the man dove in and returned with a silver axe and asked if it was the axe and the man answered and sead it was his murucury did mot give it to him the truth is the best palicy.

[Boy, 11 years old ; in school 5 years.]

17.

The woodman and Mercenary

A Woodman was felling a tree on the bank of a river and accidentally let fall his ax into the water now the woodman felt very badly over the loss of his ax and he sat down and wept very bitterly and the Mecuwory came and asked what was the matter as the river belonged to the Mercenory than the Mercenory dived and brought up a golden ax and asked him if that was his ax the woodnen said it was not than the Mercurery dived and brought up a silver ax and he said is that your ex. and he said no it is not my ax then the Mercenory dived and brought up the identical one that he had dropped into the water and said is this your ax the woodman said it was the Mercurary was so pleased with the honest man that he gave him both the Golden and Silver ax he went and told his Companions of his good Luck one man thought he would do the same thing so he took his ax and went to the bank of the river and let, fall his ax on perpose than he sat down on the bank of the river and wept bitterly the Mercenory came and asked him what was the matter he told him that he had dropped his ax into the water the Mercenory dived and brought a Golden ox and said is that yours the woodman said it was and Stretched out his hands to Grasp it but the Mercenory sai that he was not a honest man and he would not let hin have either ox and he D is appeared

Honest is the best Policy

[Girl, 12 years old ; in school 7 years.]

18.

Mercury and the woodman

A woodman was felling a tree at the side of a river and by chance let slip of his ax into the river and it immediately sunk to the bottom and being in grate disdress sat down on the bank lelamenting his lose bettely when Mercury A man to howm the river, belong, to, appeared and asked

him of his sorrow and Mercury taken compassion om him and diven in to the stream brought up a golden ax and asked the man if that was his and om the man denied it he dived a second time and brought up a silver ax and again denied it and dived a third time and brought up the Identical ax again he asked if that was his that ~~as~~ my ax said the man and Mercury so delighted with the fellous truth and homesty he at once made him a presant of the other tow and the woodman toled his compains and a man to try his luck went to the sane river and dropped the ax in om pospose made a greate show of weeping when Mercury came and dived downs and broeght up a golden ax asked the man if it was his aye surly and he was about to gasp the thereus ther Mercury to punish him would not give him his ax

honest is the best Policey

[Pupil 13 years old; in school about 7 years.]

19.

A Woodman was felling a tree on the bank of a river ' and by chance let Smiths ax into the water ' when it immediately sunk to the bottom. Being therupon in great distress he sat down by the side of the stream ' and lamented his loss bitterly ' but Mercury whos' river it was taking compassion on him appeared at the instant before him ' and hearing from him the cause of his sorrow dived to the bottom of the river ' and bringing up a golden ax asked the Woodman if that was his. Upon the mans' denying it Mercury dived the second time ' and brought up one of silver. Again the man denied that it was his. So diving a third time the identical ax which the man had lost. "That is mine" said the Woodman. Delighted to have recovered his own ' and so pleased was Mercury with the fellows truth and honesty that he at once made him a present of the other two. The man goes to his companions ' and giving them an account of what had happened to him one of them determind to try whether he might not have the like good fortune. So repairing to the same place ' as if for the purpose of cutting wood he let slip his ax on purpous into the river ' and then sat down on the bank ' and made a great show of weeping Mercury appeared as before ' and hearing from him that his tears were caused by the loss of his ax. Dived once more into the stream ' and bringing up a golden ax ' asked him if that was the ax he had lost. Aye surly said the man egarly ' and he was about to grasp the treasure ' when Mercury to punish his impudence and lying not only refused to give him that ' but would not so much as restore him his own ax again.;

Moral.

Honesty is the best policy.

[Girl, 13 years old; in school 8 years.]

It will be seen that the thoughts are expressed one after the other without any division into sentences.

Capital letters are omitted, marks of punctuation are either left out altogether or misplaced. To further test their knowledge of punctuation and capitals, such sentences as "is john hear", "Marys cats name is pet," were put on the board and the children asked to detect and point out any errors. Schools were found in which no error in the above sentences was noticed. It was unusual to find a school that could correct all the errors. These essential details of composition had received no attention. The scholars rarely or never had written anything to be subjected to the careful criticism of the teacher. They had learned rules in regard to punctuation and use of capital letters, but had never used them enough to know what they meant.

Any child who can write a sentence can learn and understand two things :

(a) That the sentence always begins with a capital letter.

(b) That it always ends with a punctuation mark. Of course, errors and omissions must be expected, but when whole pages are found with no more than one or two capitals or punctuation marks on them, the errors are due to something more than mere youthful carelessness.

Words were not properly divided at the end of line as : stre-am, ma-tter, roa-d, wee-k, woodma-n, an-d, a-nd, st-arted, sho-w, as-ked, s-aid, w-hen.

All these details are easily taught and easily learned. The teachers are at fault.

Spelling.—Closely connected with the composition work is spelling. In teaching this branch the aim should be to familiarize the children with the common words of every-day life, and their meanings, rather than to acquire uncommon and useless words, meaningless to them. Oral spelling will never produce the desired result. Continued practice in writing from the very first is necessary. Children, who have not had constant practice, will always make egregious mistakes in the very words which run off their tongues glibly in oral work. One teacher frankly stated that she did not practice written spelling, because the children could not write the words correctly, while they could spell them orally. The older classes sometimes had written exercises, but they were not given to the younger classes.

Words pronounced alike, but spelled in different ways, such as

their, there, road, rode, week, weak, were troublesome to all, and there had been but little attention given to them. Teachers are not accustomed to draw out the meaning of the words as a part of the spelling exercise, so that the correct form is not fixed. The words "whose" and "which" occur so frequently that they ought not to be frequently misspelled. A count has been made of the failures in spelling "which" and "whose," and the name of the town in which the papers were written.

The number of pupils recorded as taking the less advanced tests was 1,827. Of this number 787 misspelled "which," 699 misspelled "whose," and 403 could not spell the name of the town in which they lived. It is interesting to note the diverse methods of spelling some of the words.

Different methods of spelling "busy."

buzzy	buzie	bussey	buissie	disy	bursey
bing	buxxy	bissey	bissg	bezy	bisey
beivy	buiszie	beasy	bessy	fisy	buizy
beryes	biesy	buisy	bsy	bis	buzy
Lizzie	beus	bisy	bazzy	bysy	bissey
bucy	visey	buissey	bwisy	besy	bueser
beay	buse	bissy	bizy	bizzie	bissys
busiey	visy				

Different methods of spelling "which."

wish	hutch	whch	witch	withC	whvist
whit	whice	titch	wich	wich	whits
whish	whist	whilch	writh	whith	witct
whitce	whis	wricch	uitch	with	wrutch
whic	whick	whtch	whitch	whes	wrght
withc	wick	whchich	witch	whck	witCh
hitc					

Different methods of spelling "whose."

whoes	whouse	wose	wohse	woho	who'se
whorse	Dose	whose's	ho'es	houes	Ouse
whos	whes	trio	hu	hower	Howes
who	whse	woshe	Howse	Uows	ho's
Ho	whuse	wok	hoese	Hoose	ours
hews	whou	hou	whas	wohoes	whoi
hous	whase	oh	hees	whom's	Oho
wohs	how	hues	hos	whois	who'es
hase	hose	weo	who'e's	uos	who'o
hoes	whs	wohes	yous	uChos	whoce
haus	those	who ^{se}	wehoes	whows	hooes
ha	hoses	Oows	whues	mose	woot
whoses	houn	whous	huse	Kose	wowe
who s,	whoe	hoos	whouus	Tho	whom
wos	whoose	hows	whowse	whoe's	hoo
house-	whoos	woos	shoes	Hought	hous
hoe	hoose	wouse			

Different methods of spelling "Groton."

Grotton	Grotten	Grotom	groten	grattan	grotenn
Grottom	Gratton				

Different methods of spelling "Old Lyme."

old lyne	ol lyn	old lyme	Oold Lyme	Old Gyne	old lime
----------	--------	----------	-----------	----------	----------

Different methods of spelling "Sprague."

Spray	spry	Spreg	Spraj	Sprigue	Spruge
Sprage	Sprag	sprain	Cprague	Spratue	Spraght
springe					

Different methods of spelling "Scholar."

schollar	scolar	scholar	schaar	schater	scholal
scholor	scolor	schaler	schulor	shlor	sclor
schoolar	schaorler	scollar	schoolar	solar	sooler
schooler	scaly	scollor	schololar	scharse	scharl
sCharler	schoor	scholer	scoLer	chorler	scarla
clolor	scelle	coler	scoer	sholar	scocholar
scher	csolor	scoler	choia	challor	sochlar
color	slorller	choler	sahahar	chol	scold
schola	schogar	scholor	schlalar		

Different methods of spelling "I" and "or I."

ith	rioir	arrived	arie	Ike	eye
rie	Rice	or ri	Ie	eighe	ege
ry	ari	ey	iye	ryer	i
olie					

It must not be supposed that there are no good schools in the county. There are good schools. There are many schools in which the instruction in some branch is excellent. While the schools are probably no worse than those of other counties, yet the fact still remains that they are not accomplishing as much as they should.

With the same efforts, properly directed, the children would at twelve be much more proficient than the average pupil of sixteen now is.

The marking of these papers and compiling the accompanying tables occupied a long time. Each paper was read and marked for twelve to fourteen different points, some of which necessitated the ascertainment of ten to fifteen facts. The results then were averaged by districts, and these averages arranged and compiled for each town.

The pupils were unaccustomed to visitors, and possibly a few were a little embarrassed, but very seldom did such embarrassment interfere with their best work. They seemed to enjoy the novelty of such a visit, and glad to *do* something. With two excep-

tions, the teachers cheerfully rendered every assistance in their power to make my visit a success, and I wish to extend to them my hearty thanks for the many favors for which I am indebted. The majority of teachers appeared to be glad that some one should enter their school and welcomed suggestions.

Referring to table II it will be found that most of the teachers have not had opportunities for special preparation for their work, many having never attended any other school than the one in which they were then teaching, or an academy for a winter term. Many of them exhibit considerable natural talent for teaching, but they have no supervisor or advisor. This is a serious disadvantage under which teachers in the country labor, and accounts for their copying, as nearly as they can, the methods by which they themselves were instructed.

In a few towns the acting visitors assist the teachers, but generally the teachers feel that the visits are made "because the law says so."

In one town the year was divided into two terms, that the expense of visitation might be diminished. In another the acting visitor had been in the schools but twice, when he should have been seven times.

The great need of the teachers seemed to be a better preparation for their work, such training as could be obtained in a normal school or under the direction of a competent supervisor.

In the graded schools of larger towns, the principal has no time or opportunity to supervise the other teachers. He is there to hear his own classes and to keep order as the children go in and out of the building.

The teachers and pupils also need the encouragement which a visit now and then by the parents would give them. Register after register will disclose the fact that not a parent has visited the school during the year.

S. P. WILLARD.

HISTORY.

In addition to the tests given in the studies found in the tables, careful inquiry was made touching the teaching of history and geography. Frequently the children were questioned, and always the teacher was asked to give information.

The result in history will be found in the following tables: For questions see blank IV, page 91.

202* TABLE V. — STATISTICAL TABLE SHOWING PRINCIPAL FACTS RELATING

TOWN.	Number in highest class in school.	Number studying history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
A						
1	3	0	..	Not taught .....	.....	.....
2	4	4	1	Indefinite	No	Yes
3	2	0	..	Not taught .....	.....	.....
4	3	3	..	Indefinite	No	Yes
5	2	2	1	Indefinite	Used as reader .....	.....
6	3	0	..	Not taught .....	.....	.....
B						
1	6	4	2	Indefinite	No	Yes
2	3	2	1	Indefinite	No	Yes
3	8	1	1½	Indefinite	No	Yes
4	2	1	1	Indefinite	No	Yes
5	6	2	3	Indefinite	Yes	Yes
6	8	9	3	Indefinite	Somewhat	No
7	2	1	1	Indefinite	No	Yes
8	8	0	..	Not taught .....	.....	.....
9	4	4	1½	Indefinite	Yes	No
10	2	None at present.	..	Indefinite	No	Yes
11	1	5	2½	Indefinite	No	Yes
12	8	2	½	"Just enough to finish book."	No	Yes
13	3	0	..	Not taught .....	.....	.....
14	2	0	..	Not taught .....	.....	.....
15	2	4	2½	Indefinite	A little	Not entirely
16	1	0	..	Not taught .....	.....	.....
C						
1	15	18	3½	One year	Yes	No
2	2	2	1	Indefinite	No	Yes
3	4	8	1½	Indefinite	Somewhat	No
4	4	0	..	Not taught .....	.....	.....
5	2	0	..	Not taught .....	.....	.....
6	1	0	..	Not taught .....	.....	.....
7	1	10	3	Indefinite	Yes	No
8	2	0	..	Not taught .....	.....	.....
9	1	0	..	Not taught .....	.....	.....
10	2	0	..	Not taught .....	.....	.....
11	3	0	..	Not taught .....	.....	.....
12	8	9	1	Indefinite	No	No

Have scholars access to any other books than text-books?	Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government, etc.?	Are there any books on government?	How is historical knowledge tested?	TOWN.
						A
No.....	No.....	No.....	None....	No.....	Not tested.....	1
						2
						3
No.....	No.....	No.....	None....	No.....	Not tested.....	4
No.....	No.....	No.....	None....	No.....	Not tested.....	5
						6
A few	No.....	No	None....	No.....	Not tested.....	B 1
No.....	No.....	No.....	None....	No.....	Questions.....	2
No	No	No.....	None....	No.....	Questions.....	3
No.....	No.....	No.....	None....	No.....	Not tested.....	4
Other histories.....	No.....	No.....	None....	No.....	Reviews.....	5
Other histories.....	No.....	No	None....	No.....	Not tested.....	6
No.....	No.....	No.....	None....	No.....	Questions.....	7
						8
No.....	No	No.....	None....	No	Reviews.....	9
A few	No	No.....	None....	No.....	Not tested.....	10
No.....	No	No.....	None....	No.....	Questions.....	11
No.....	No.....	No.....	None....	No.....	Not tested.....	12
						13
						14
Two other histories.....	No.....	No.....	None....	No.....	Not tested.....	15
						16
Yes	Yes	No	None....	Yes	Topical reviews and examinations.	C 1
No.....	No.....	No	None....	No.....	Not tested.....	2
No.....	No.....	No.....	None....	No.....	Not tested.....	3
						4
						5
						6
Yes	Yes	Some....	Yes	No.....	Daily recitations....	7
						8
						9
						10
						11
No.....	No.....	No.....	None....		Review each week.....	12

204* TABLE V. — STATISTICAL TABLE SHOWING PRINCIPAL FACTS RELATING

TOWN.	Number in highest class in school.	Number studying history.	Number hours per week.	Number of terms given to subject.	Is topical method used ?	Is memoriter method used ?
D						
1	4	0	..	Not taught.....	.....	.....
2	5	0	..	Not taught.....	.....	.....
3	1	1	1½	Indefinite.....	Yes.....	No.....
4	2	0	..	Not taught.....	.....	.....
5	3	5	1½	Indefinite.....	Yes.....	No.....
6	5	6	1½	Indefinite.....	No.....	Yes.....
7	4	3	2½	Indefinite.....	"Some".....	No.....
E						
1	6	0	..	Indefinite.....	Used as a reader sometimes	No.....
2	2	0	..	Not taught.....	.....	.....
3	5	19	4	Indefinite.....	No.....	Yes.....
4	1	0	..	Not taught.....	.....	.....
5	4	2	1	Indefinite.....	Yes.....	No.....
6	3	6	1½	Indefinite.....	No.....	Yes.....
7	5	1	½	Indefinite.....	Used as a reader.....	.....
8	3	2	1	Indefinite.....	Used as a reader.....	.....
9	2	2	2	Indefinite.....	No.....	Yes.....
F						
1	9	0	..	Not taught.....	.....	.....
2	8	0	..	Not taught.....	.....	.....
3	5	4	3	Indefinite.....	No.....	Yes.....
4	3	0	..	Indefinite.....	Read it for "reading lesson"	.....
5	4	1	2	Indefinite.....	No.....	Yes.....
6	5	1	1	Indefinite.....	No.....	"Yes, there are few words left out"
7	2	0	..	Not taught.....	.....	.....
8	8	0	..	Not taught.....	.....	.....
9	6	0	..	Not taught.....	.....	.....
G						
1	2	1	2½	Indefinite.....	No.....	Yes.....
2	2	0	..	Not taught.....	.....	.....
3	2	0	..	Not taught.....	.....	.....
4	2	0	..	Indefinite.....	Used as a reader.....	.....
5	4	1	1½	Indefinite.....	No.....	Yes.....
6	3	0	..	Not taught.....	.....	.....
7	2	0	..	Not taught.....	.....	.....

Have scholars access to any other books than text-books?	Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government, etc.?	Are there any books on government?	How is historical knowledge tested?	TOWN.
						D
						1
						2
No.....	No.....	No.....	None....	No.....	Not tested.....	3
						4
One.....	Some....	Some....	None....	No.....	Daily recitations.....	5
None used.....	No.....	No.....	None....	No.....	Not tested.....	6
Two.....	No.....	No.....	None....	No.....	Daily recitations.....	7
						E
No.....	No.....	No.....	None....	No.....	Not tested.....	1
						2
No.....	No.....	No.....	None....	No.....	Daily recitations.....	3
						4
No.....	No.....	No.....	None....	No.....	Not tested.....	5
No.....	No.....	No.....	All.....	No.....	Oral examinations.....	6
No.....	No.....	No.....	None....	No.....	Not tested.....	7
No.....	No.....	No.....	None....	No.....	Not tested.....	8
No.....	No.....	No.....	None....	No.....	Not tested.....	9
						F
						1
						2
A few.....	No.....	No.....	None....	No.....	Review once a week.....	3
No.....	No.....	No.....	None....	No.....	Not tested.....	4
No.....	No.....	No.....	None....	No.....	Not tested.....	5
No.....	No.....	No.....	None....	No.....	Not tested.....	6
						7
						8
						9
						G
No.....	No.....	No.....	None....	No.....	Not tested.....	1
						2
						3
No.....	No.....	No.....	None....	No.....	Not tested.....	4
No.....	No.....	No.....	None....	No.....	Not tested.....	5
						6
						7

206* TABLE V. — STATISTICAL TABLE SHOWING PRINCIPAL FACTS RELATING

TOWN.	Number in highest class in school.	Number studying history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
H						
1	5	0	..	Not taught.....	.....	.....
2	2	3	2	Indefinite.....	No.....	Yes.....
3	8	6	2½	Indefinite.....	In review.....	"Not insisted on"....
4	4	1	1	Indefinite.....	No.....	Yes.....
5	5	4	2	Indefinite.....	In review.....	"Try to do it".....
I						
1	2	1	1	Indefinite.....	No.....	Yes.....
2	6	4	3	Indefinite.....	No.....	Yes.....
3	14	0	..	Not taught.....	.....	.....
4	11	0	..	Not taught.....	.....	.....
5	2	0	..	Not taught.....	.....	.....
6	4	0	..	Not taught.....	.....	.....
J						
1	2	2	1	Indefinite.....	"Some".....	"Some".....
2	2	3	2	Indefinite.....	No.....	No.....
3	4	2	1	Indefinite.....	In review.....	Yes.....
4	4	6	1	Indefinite.....	In review.....	Yes.....
5	1	0	..	Not taught.....	.....	.....
6	1	4	2½	Indefinite.....	No.....	Yes.....
K						
1	14	10	1½	Indefinite.....	"Had not time to teach that way"	Yes.....
2	13	5	2½	Indefinite.....	No.....	Yes.....
3	3	3	1½	Indefinite.....	No.....	Yes.....
4	3	0	..	Not taught.....	.....	.....
5	2	0	..	Not taught.....	.....	.....
6	2	0	..	Not taught.....	.....	.....
7	3	2	1	Indefinite.....	No.....	Yes.....
8	2	0	0	Not taught.....	.....	.....
9	1	1	1	Indefinite.....	No.....	Yes.....
10	2	2	1½	Indefinite.....	Yes.....	Yes.....
11	3	0	..	Not taught.....	.....	.....
12	2	4	1½	Indefinite.....	In review.....	Yes.....
L						
1	16	24	2½	Indefinite.....	No.....	Yes.....
2	7	0	..	Not taught.....	.....	.....
3	6	6	3	Indefinite.....	Yes.....	No.....
4	2	0	..	Not taught.....	.....	.....

Have scholars access to any other books than text-books?	Are scholars directed in historical reading?	Is history of Connecticut especially taught.	How many taught about government, etc.?	Are there any books on government?	How is historical knowledge tested?	TOWN.
						H
No.....	No.....	No.....	None...	No...	Not tested...	1
No.....	No.....	No.....	None...	No	Reviews once or twice a month..	2
History of Michigan.....	No.....	No.....	None...	No	Not tested	3
Other histories.....	No.....	No.....	"Some"	No	Not tested.....	4
No.....	No.....	No.....	None...	No	Not tested.....	5
No.....	No.....	No.....	4	No	Daily recitations.....	6
						1
						2
						3
						4
						5
						6
No.....	No.....	No.....	None...	No.....	Occasional reviews.....	J
No.....	No.....	No.....	None...	No.....	Not tested	1
No.....	No.....	No.....	None...	No	Not tested.....	2
No.....	No.....	No.....	None...	No.....	Not tested	3
						4
						5
No.....	No.....	No.....	4	No.....	Not tested.....	6
Two other histories.....	Some...	No.....	None...	No.....	Reviews	K
No.....	No.....	No.....	None...	No.....	Not tested	1
No.....	No.....	No.....	None...	No.....	Not tested	2
						3
						4
						5
						6
No.....	No.....	No.....	1	No.....	Bi-monthly reviews....	7
						8
No.....	No.....	No.....	None...	No.....	Not tested	9
No.....	No.....	No.....	None...	No	Written and oral reviews.....	10
						11
No.....	No.....	No.....	None...	No.....	Not tested	12
No.....	No.....	No.....	None...	No.....	Written test.....	L
						1
						2
Yes.....	Yes.....	Yes.....	6	No.....	Reviews	3
						4

208* TABLE V. — STATISTICAL TABLE SHOWING PRINCIPAL FACTS RELATING

TOWN.	Number in highest class in school.	Number studying history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
5	17	64	3½	Two terms.....	Yes.....	No.....
6	5	5	2½	Indefinite.....	No.....	"Yes, pupils insist".....
7	6	1	1	Indefinite.....	No.....	Yes.....
8	2	3	1	Indefinite.....	No.....	Yes.....
9	3	0	..	Not taught.....	.....	.....
10	3	12	4½	Indefinite.....	No.....	Yes.....
11	8	16	3	Indefinite.....	Perhaps.....	No.....
M	3	3	2½	Indefinite.....	Yes.....	No.....
2	1	3	1½	Indefinite.....	Yes.....	No.....
3	1	1	1½	Indefinite.....	Yes.....	No.....
4	4	0	..	Not taught.....	.....	.....
5	2	0	..	Not taught.....	.....	.....
6	2	0	..	Not taught.....	.....	.....
7	1	0	..	Not taught.....	.....	.....
8	1	3	¾	Indefinite.....	Read as a reader.....	.....
9	1	4	1	Indefinite.....	Read and reproduce.....	.....
10	1	0	..	Not taught.....	.....	.....
11	4	4	1½	Indefinite.....	No.....	Yes.....
12	1	0	..	Not taught.....	.....	.....
13	2	0	..	Not taught.....	.....	.....
14	4	2	1½	Indefinite.....	No.....	Yes.....
15	1	0	..	Not taught.....	.....	.....
N	1	0	..	Schedule says five terms.	Not taught this term.....	.....
2	8	0	..		Not taught.....	.....
3	7	0	..		Not taught yet.....	.....
4	2	0	..		Not taught.....	.....
5	4	4	1½		Yes.....	No.....
6	4	0	..		Not taught.....	.....
7	13	55	10		Yes.....	No.....
8	1	5	1½		Some.....	"Not exactly".....
9	1	0	..		Not taught.....	.....
10	2	3	2		No.....	"Can repeat the lesson right off".....
11	1	1	1½		No.....	Yes.....
12	1	5	3½		No.....	Yes.....
13	11	11	2½	Three terms.....	Yes.....	No.....
14	15	13	2½	Five terms.....	No.....	Yes.....

Have scholars access to any other books than text-books?	Are scholars directed in his- torical reading?	Is history of Con- necticut espe- cially taught.	How many taught about govern- ment, etc.?	Are there any books on govern- ment?	How is historical knowledge tested?	TOWN.
.....	"Some"	No.....	None....	No.....	Written tests.....	5
.....	No....	No.....	None....	No.....	Written tests.....	6
.....	No.....	No.....	None....	No.....	Review once a term.....	7
.....	No.....	No.....	None....	No.....	Not tested.....	8
.....	.....	.....	.....	.....	.....	9
.....	"Some"	"Some"	None....	No.....	Written once a month.....	10
.....	No.....	No.....	None....	No.....	Not tested.....	11
.....	No.....	No.....	None....	No.....	Topical review.....	M 1
even other histories.....	Occasion- ally.	No.....	A few....	No.....	Weekly review.....	2
.....	No.....	A little..	None....	No.....	Not tested.....	3
.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	7
.....	No.....	No.....	None....	No.....	Not tested.....	8
es.....	No.....	No.....	None....	No.....	Not tested.....	9
.....	.....	.....	.....	.....	.....	10
.....	No.....	No.....	None....	No.....	Not tested.....	11
.....	.....	.....	.....	.....	.....	12
.....	.....	.....	.....	.....	.....	13
No.....	No.....	No.....	None....	No.....	Not tested.....	14
.....	.....	.....	.....	.....	.....	15
.....	.....	.....	.....	.....	.....	N 1
.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
Yes.....	Some....	No.....	None....	No.....	Examinations.....	5
.....	.....	.....	.....	.....	.....	6
Yes.....	Yes.....	Yes.....	All.....	No.....	Review.....	7
No.....	No.....	No.....	Some....	No.....	Not tested.....	8
.....	.....	.....	.....	.....	.....	9
No.....	No.....	No.....	None....	No.....	Not tested.....	10
No.....	No.....	No.....	None....	No.....	Not tested.....	11
No.....	No.....	No.....	None....	No.....	Review questions.....	12
Other histories.....	Yes.....	No.....	1	No.....	Written tests.....	13
Yes.....	No.....	No.....	None....	No.....	Written tests.....	14

210* TABLE V. — STATISTICAL TABLE SHOWING PRINCIPAL FACTS RELATING

TOWN.	Number in highest class in school.	Number studying history.	Number hours per week.	Number of terms given to subject.	Is topical method used?	Is memoriter method used?
O						
1	1	5	2½	Indefinite...	Yes	No.....
2	4	2	1½	Indefinite.....	No.....	No.....
3	6	6	1½	Indefinite	No.....	Partly.....
4	4	5	2½	Indefinite.....	Yes	No.....
5	2	4	2½	Indefinite	No.....	Yes
P						
1	3	3	1	Indefinite.....	Some.....	Some.....
2	4	7	1½	Indefinite	No.....	Yes
3	1	1	1½	Indefinite.....	No.....	Yes
Q						
1	4	0	..	Not taught.....	.....	.....
2	4	0	..	Not taught.....	.....	.....
3	1	1	½	Indefinite.....	No.....	Yes
4	11	0	..	Not taught.....	.....	.....
5	1	1	2	Indefinite.....	Yes	No.....
6	2	0	..	Not taught.....	.....	.....
7	5	13	5	Indefinite.....	Yes.....	No.....
R						
1	5	5	1½	Indefinite.....	No.....	Yes
1a	No pupils in the school.					
2		6	1	Indefinite.....	Used for reading lesson....	.....
3		0	..	Not taught.....	.....	.....
4		1	1	Indefinite.....	No.....	Yes
5		0	..	Not taught.....	.....	.....
6		3	1½	Indefinite.....	"Taken by the years"....	No.....
7		0	..	Not taught.....	.....	.....
8		1	1½	Indefinite.....	No.....	Yes
S						
1	1	7	2½	Indefinite.....	Yes	No.....
2	5	5	½	Indefinite.....	No.....	Yes
3	1	0	..	Not taught.....	.....	.....
4	1	1	1½	Indefinite.....	No	Yes
5	4	1	½	Indefinite.....	Used as a reader .....	.....
6	2	0	..	Not taught.....	.....	.....

Have scholars access to any other books than text-books?	Are scholars directed in historical reading?	Is history of Connecticut especially taught?	How many taught about government, etc.?	Are there any books on government?	How is historical knowledge tested?	TOWN.
Yes	Yes	No	None	No	Reviews	O 1
One other history	Some	No	None	No	Not tested	2
Other histories, etc.	No	No	None	No	Reviews	3
One other history	No	No	None	No	Written review	4
One other history	No	No	None	No	Not tested	5
No	No	No	None	No	Not tested	P 1
No	"A little"	No	None	No	Not tested	2
No	No	No	None	No	Reviews	3
.....	.....	.....	.....	.....	.....	Q 1
.....	.....	.....	.....	.....	.....	2
No	No	No	None	No	Daily reviews	3
.....	.....	.....	.....	.....	.....	4
Public Library	No	No	None	No	Not tested	5
.....	.....	.....	.....	.....	.....	6
No	No	Some	13	No	Reviews	7
No	No	No	None	No	Written test	R 1
.....	.....	.....	.....	.....	.....	1a
.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	3
No	No	No	None	No	Reviews every two weeks	4
.....	.....	.....	.....	.....	.....	5
Each pupil has a different book ..	Some	Yes	None	No	Reviews	6
.....	.....	.....	.....	.....	.....	7
No	No	No	None	No	Not tested	8
Yes	Yes	No	Some	No	Reviews	S 1
No	No	No	None	No	Not tested	2
.....	.....	.....	.....	.....	.....	3
No	No	No	Some	No	Not tested	4
No	No	No	None	No	Not tested	5
.....	.....	.....	.....	.....	.....	6

SUMMARY.

Number studying History, 485 in 94 schools.

Number of hours per week given to subject (average), one and one-half.

In one town only is any definite time assigned to the subject. In seventeen towns no course is prescribed, and no requirements are made.

Lessons are generally given by section and page, to be learned by rote. In very many cases the topical method had not been heard of. In most cases the subject matter of the book is committed to memory without instruction.

Civil institutions were made the subject of instruction in twelve schools. The nature or value of this instruction was not ascertained.

In fifty-nine districts the subject of history is not taught.

In no more than 28 places have scholars access to any other books than the single prescribed text-book. It follows that scholars are not directed to any historical reading, either in school or at home; the instruction begins and ends with the book.

In six schools the history of our own State is specifically taught, and in twelve there is instruction in civil government. The children in all the other schools will soon finish their common school education without any acquaintance with our institutions, or knowledge of our past, and without a particle of information about social and political questions.

In few cases is historical knowledge tested. Whatever has been read or committed to memory has not been arranged and fixed. The whole is luggage to be dropped as soon as possible. Most of those who receive this inadequate glimpse at once forget what they feebly saw and never made a part of themselves.

This branch might be introduced as soon as children can read simple stories, not later than the beginning of the second year. There are books of biography adapted

to children of tender years. There are stories of history in which they are intensely interested, and which prepare for a future broader study. These can be read to children before they can read for themselves, or at any time in the course, if such books are not supplied to the scholars. This plan, followed to the end, would result in a respectable knowledge of the past of the State and nation.

This inquiry leads us to conclude —

1. That the course of study in every public school should require the reading or study of history from the very beginning.

2. That there is a place in every school for the study of American institutions. The aim of the instruction might be to make the child acquainted with the nature of American citizenship and the duties he must assume as a part of the State.

3. The economic and social and industrial history should be taught as well as political history.

4. The whole will develop for children a knowledge of the growth of the State and of the nation.

5. Every school library should contain material on this subject for the instruction and reading of children — such books, maps, and other material as is accessible to every district in the State.

GEOGRAPHY.

For questions see blank IV, page 92.

The result in Geography will be found in the following table:

TABLE VI.—STATISTICAL TABLE SHOWING PRINCIPAL
OF NEW LONDON

TOWN.	How many study the subject?	How many classes?	To how many taught orally?	How much time per week to subject?	How many books prescribed?	How many books in library?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?	Does discipline result?
A										
1	..	4	..	..	2	0	.....	No	Book questions.....	No
2	..	2	..	..	2	0	.....	No	Book questions.....	No
3	..	4	..	..	2	0	.....	No	Book questions.....	No
4	..	6	..	..	2	0	.....	No	Book questions.....	No
5	..	2	..	..	2	0	.....	No	Book questions.....	No
6	..	3	..	..	2	0	.....	No	Book questions.....	No
B										
1	12	2	0	2	2	8	Not used	No	Book questions.....	No
2	9	3	2	3½	2	0	.....	Some	Some talks, book followed	No
3	13	3	0	3½	2	0	.....	No	Book questions.....	No
4	6	3	2	3	3	0	.....	No	Book questions.....	No
5	7	3	0	4½	2	0	.....	No	Book questions.....	No
6	22	3	0	8	3	0	.....	Yes, some..	Book followed	No
7	5	3	0	2½	2	1	To find products, etc.	Not much..	Talks, questions	No
8	14	2	0	2½	2	0	.....	No	Memoriter	No
9	15	3	4	4½	2	0	.....	Yes	Talks, questions, etc.....	No ...
10	11	2	0	2½	2	6	By reading some-times	Yes	Parallel readings, talks, questions	No
11	3	1	0	1	2	0	.....	Yes	Talks, general questions...	No
12	13	4	0	3½	2	0	.....	No	Book questions.....	No
13	..	3	0	..	2	0	.....	.....	.....	No
14	..	4	0	..	2	0	.....	.....	.....	No
15	10	3	0	3½	2	0	.....	Very little..	Book questions.....	No
16	4	2	7	2½	2	0	.....	No	Book questions.....	No
C										
1	82	8	0	6½	2	Many	To supplement text-books	Yes	Questions, talks, compositions	Yes....
2	3	1	0	1½	2	10	To supplement text-books some	Little	Questions, answers, and reading	No
3	9	2	0	3	2	0	.....	No	Memoriter	No
4	6	2	0	1½	2	10	Not used	No	Memoriter	No
5	8	3	0	2½	3	16	Not used	No	Memoriter	No
6	3	2	0	1½	2	16	Used a little as supplement reading	No	Memoriter	No
7	3	1	0	1½	2	13	Read, but not parallel with lesson	Yes	Questions in and out of book	Yes....
8	7	3	5	11	2	0	.....	Yes	Follow out-line map lesson, read over with children	No
9	4	3	0	3	2	7	Not used	No	Memoriter	No

Is there useful information?	If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Is there any apparatus or collection.	Any plan other than in text-book?	Does teacher make any preparation?	How is knowledge of subject tested?	Are children interested?	TOWN.
Little.			No ..	No	Map of Connecticut	No ..	No ..			A
Little.			No ..	No	Nothing.....	No ..	No ..			1
Little.			No ..	No.	No	No ..	No ..			2
Little.			No.	No..	No	No ..	No ..			3
Little.			No ..	No.	No ..	No ..	No ..			4
Little.			No ..	No.	No ..	No ..	No ..			5
Little.			No ..	No..	No	No ..	No ..			6
Little.			No ..	No	No	No ..	" Yes "	No test	No ..	B
Yes ..	Third..	Talks on math. part	No ..	No	No	Not much	Yes ..	Reviews	Yes ..	1
Little.			No ..	No..	No	No ..	" Yes "	No test	A few..	2
Little.		Few talks on math. part	No ..	No	No	No ..	No ..	Questions	No ..	3
Yes ..			Yes ..	No..	No	No ..	Yes ..	Questions	No ..	4
Yes ..			Yes ..	No..	No	Some..	Yes ..	Daily recitation	No ..	5
Yes ..	Second	Talks.....	Yes ..	No	No	Not much	No ..	Reviews	No ..	6
Little.			No ..	No	No	No ..	No ..	No test	No ..	7
Yes ..	Second	Talks, using sand-table, etc.	No ..	No..	Yes	Yes ..	Yes ..	No tests	Yes ..	8
Yes ..			Yes ..	No..	No	Some..	Yes ..	No tests	Yes ..	9
Yes ..			Yes ..	No..	No	Yes ..	Yes ..	No tests	Yes ..	10
Little.			No ..	No..	No	No ..	No ..	No test	Yes ..	11
					Old maps.....					12
					No					13
Little.			No ..	No..	No	No ..	No ..	Written tests..	Yes ..	14
Little	First ..	Talks.....	No ..	No..	No	No ..	No ..	Some examinations	Yes ..	15
Yes ..			Little..	A little	Globes, maps, etc.	Yes ..	Yes ..	Written tests..	Yes ..	C
Little.			No ..	No..	No	Not much	No ..	No test	Yes ..	1
No ..			No ..	No..	No	No ..	No ..	No test	Yes ..	2
Little.			No ..	No	No	No ..	No ..	No test	No ..	3
No ..			Little..	No..	Old globes, etc.	No ..	No ..	No test	No ..	4
Little			No ..	No..	No	No ..	No ..	No test	No ..	5
Yes ..			No ..	No..	Good wall maps	Some ..	Yes ..	Reviews	Yes ..	6
Yes ..			No ..	No..	Old globes	Yes ..	Yes ..	Reviews	Yes ..	7
No ..			Little ..	No..	No	No ..	No ..	Reviews	No ..	8

TABLE VI.—STATISTICAL TABLE SHOWING PRINCIPAL
OF NEW LONDON

TOWN.	How many study the subject?	How many classes?	To how many taught orally?	How much time per week to subject?	How many books prescribed?	How many books in library?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?	Does discipline result?
10	5	2	0	4	2	0	.....	Yes	Comparisons, talks, ques- tions	No
11	4	3	0	2	2	0	.....	No	Memoriter	No
12	14	4	0	3	2	0	.....	No	Memoriter	No
D 1	11	3	0	5	2	5	Not used	Little	Questions	No
2	9	5	0	2½	3	0	.....	No	Book questions	No
3	11	5	0	5	2	0	.....	No	Questions and answers	No
4	3	1	0	1	2	0	.....	No	Questions and answers .....	.....
5	18	2	7	2½	3	0	.....	Yes	Questions and talks	Yes
6	23	2	0	3	2	3	Not used	No	Questions and answers .....	.....
7	21	3	0	3½	2	0	.....	Very little..	Questions and answers	No
E 1	22	3	0	6	3	0	.....	Yes	Talks, questions, composi- tions	Some ..
2	5	3	0	5	2	0	.....	No	Book questions	No
3	56	7	0	4½	2	0	.....	No	Book questions	No
4	7	4	0	3½	2	0	.....	No	Book questions	No
5	10	3	0	10½	2	0	.....	No	Book questions	No
6	58	5	0	7½	2	Several	.....	Yes	Questions, talks, maps, etc.	Yes
7	9	3	0	2	2	0	.....	No	Book questions	No ...
8	10	5	0	4½	2	0	.....	Yes	Book questions	No
9	7	3	0	6	2	0	.....	Not much..	Use maps a little	No
F 1	20	20	0	12½	2	0	.....	No	Memoriter	No
2	26	3	0	4½	2	0	.....	No	Memoriter	No
3	14	3	0	3½	3	A few	Not used	No	Book questions	No
4	28	4	0	7½	3	0	.....	No	Book questions	No ...
5	..	..	..	..	..	..	.....	.....	.....	.....
6	31	3	0	5	2	0	.....	No	Book questions	No ...
7	17	6	0	2½	2	0	.....	No	Book questions	No
8	11	3	0	5½	2	0	.....	Not much..	Book questions	No
9	20	3	0	3½	2	0	.....	No	Book questions	No
10	25	3	0	3½	2	0	.....	Some	Book questions principally	No ...
C 1	18	3	Some	7½	3	0	.....	No	Book questions	No ...
2	3	2	0	2½	2	0	.....	No	Book questions	No

Is there useful information?	If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Is there any apparatus or collection?	Any plan other than in text-book?	Does teacher make any preparation?	How is knowledge of subject tested?	Are children interested?	TOWN.
Yes	Yes ..	No..	No.....	Yes....	Some-	Questions	Yes....	10
Little.	No....	No..	Wall maps....	No....	No....	No test....	No....	11
Little.	No....	No..	No.....	No....	Some..	Questions	Many..	12
Yes	No....	No..	No.....	Not much	No....	Reviews.....	No....	D 1
No...	No....	No..	No.....	No....	No....	No test.....	No...	2
No...	Second	A few talks	Some	No..	Globe.....	No....	Very little	No test.....	No....	3
....	Very little	No..	No.....	No....	No....	No test.....	No....	4
Yes ..	Third..	Talks	Yes ..	No..	No	Yes....	Yes....	Examinations ..	Yes....	5
.....	No....	No..	Globe and maps	Not much	A little.	Reviews	No....	6
A little	Yes ..	No..	No.....	Not much	" Yes "	No test.....	" Yes "	7
Yes	No....	No..	No.....	Some..	No....	No test.....	No....	E 1
Little.	Occa- sionally	No..	No.....	No....	No....	No test.....	No....	2
Little.	No....	No..	No.....	No....	No....	Examinations..	Yes...	3
Little.	No....	No..	No.....	No....	No....	Review.....	Yes...	4
Little.	Yes....	No..	No.....	No....	Yes....	No test.....	Yes....	5
Yes	Yes....	Little	Yes..	Yes....	Yes....	Oral tests.....	No ..	6
Very little	No....	No..	No.....	No....	No....	No test.....	No....	7
Very little	No....	No..	No.....	No....	No....	No test	No....	8
Little.	Little..	No..	No.....	A little	No....	Reviews	No...	9
Little.	No....	No..	No.....	No....	No....	No test.....	No....	F 1
Little.	Yes....	No..	Maps, globe...	No....	Some-	Reviews.....	No ..	2
Little.	Yes....	No..	Maps	No....	No....	Reviews	No....	3
Little.	No....	No..	Maps	No....	No....	No test.....	No....	4
.....	5
Little.	No....	No..	No.....	No....	No....	No test.....	No....	6
Little.	No....	No..	Broken globe ..	No....	No....	No test.....	No....	7
Little.	Yes....	No..	Maps	No....	No....	No test.....	No....	8
Little.	No....	No..	No.....	No....	No....	No test.....	No....	9
Yes	No....	No..	No.....	A little	Yes....	No test.....	No....	10
Little.	Teach name of town, county, etc.	No....	No..	No.....	No....	No....	No test.....	Yes....	G 1
No...	No....	No..	No.....	No....	No....	No test.....	No....	2

TABLE VI.—STATISTICAL TABLE SHOWING PRINCIPAL
OF NEW LONDON

TOWN.	How many study the subject?	How many classes?	To how many taught orally?	How much time per week to subject?	How many books prescribed?	How many books in library?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?	Does discipline result?
3	11	3	0	3½	2	0	.....	Some ..	Book questions.....	No
4	13	4	0	5½	3	0	.....	No.....	Book questions.....	No
5	28	5	0	4½	3	0	.....	Not much..	Book questions.....	No
6	10	3	0	5	3	0	.....	No.....	Questions.....	No
7	13	3	0	3½	2	0	.....	No.....	Book questions.....	No
H										
1	17	3	0	6	2	0	.....	Some	A few questions outside of book	No
2	12	3	0	2½	2	0	.....	No.....	Book questions.....	No
3	19	4	7	3½	3	0	.....	Some	Map used; book questions	No
4	5	2	0	2½	2	1	Not used	No.....	Book questions..	No
5	9	3	0	6	3	0	.....	No.....	Book questions.....	No ..
I										
1	7	3	5	5½	2	0	.....	No.....	Memoriter.....	No
2	24	5	0	5	2	0	.....	Yes	Maps used with questions.	No
4	47	5	0	5½	2	2	Not used	No.....	Each pupil in Intermediate Room recited separately	No
5	19	2	0	2½	2	A few	Not used	No.....	Memoriter	No
6	9	3	6	7½	2	0	.....	No.....	Questions	No
7	10	5	0	5	2	0	.....	No.....	Book.....	No
J										
1	9	3	0	3½	2	0	.....	Yes	Topical.....	No
2	8	3	1	3½	3	0	.....	Yes	Questions and work with maps	No
3	9	3	0	2½	2	0	.....	No.....	Memoriter	No
4	23	4	0	4	2	0	.....	Not much..	Occasionally questions outside of book	No
5	2	2	0	2½	2	0	.....	No.....	Book questions.....	No
6	8	4	2	4	3	0	.....	Yes	Use maps and different books	Yes....
K										
1	47	4	18	5	2	0	.....	No.....	Book questions.....	No
2	89	7	0	8½	2	0	.....	No.....	Book questions.....	No
3	6	3	0	3½	2	0	.....	Yes	Conversation questions...	Yes....
4	53	6	15	8	2	0	.....	No.....	Book questions.....	No
5	13	2	0	1½	2	0	.....	No.....	Book questions.....	No
6	13	3	0	3	3	0	.....	No.....	Book questions.....	No ..
7	14	4	0	3½	2	0	.....	Very little..	Book questions.....	No
8	7	3	0	3½	2	0	.....	No.....	Book questions.....	No
9	13	3	0	3½	2	0	.....	No.....	Book questions.....	No

Is there useful information?	If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Is there any apparatus or collection.	Any plan other than in text-book?	Does teacher make any preparation?	How is knowledge of subject tested?	Are children interested?	TOWN.
Little.	No...	No...	No.....	No...	No...	No test.....	"Yes"	3
Little.	No...	No...	No.....	No...	"Yes"	No test.....	No ..	4
Little.	No...	No	No	No...	Yes ..	No test.....	No...	5
Little.	No...	No...	No...	No...	No ..	Review.....	No...	6
No...	No...	No	Maps ..	No...	No...	Review.....	"Yes"	7
Little.	No ..	No	Maps	Not much	Yes ..	Reviews. ...	No...	H 1
Little.	No...	No	No.....	No ..	Yes ..	Review.....	No...	2
Little.	A few talks	Yes ..	No...	Globe.....	Some ..	Yes ..	Review and examination	Yes ..	3
Very little	No...	No...	Globe.....	No...	No...	No test.....	No...	4
Not much	Yes ..	No...	No.....	No...	No...	Review.....	"Yes"	5
Little.	Third..	Comme'ce with Conn. then outlines, etc.	No...	No...	No.....	No...	"Yes"	Reviews.....	Yes ..	I 1
Yes	Yes ..	No...	Maps and globe	A little	Yes ..	Reviews.	No...	2
No.	No...	No	Maps and globes in Senior Room	No...	"Yes"	No test.....	No...	4
No...	No...	No...	One map.....	No...	No...	Reviews.....	"Yes"	5
Little.	Second	Talks on outline of Continents, etc.	No...	No...	No.....	No...	No...	Reviews.....	Yes ..	6
Little.	No...	No...	No.....	No ..	No...	No test.....	No...	7
Yes	Little..	No	Maps	Yes ..	Yes ..	Reviews.....	Yes ..	J 1
Little.	Uncertain	Indefinite	Yes ..	No...	Small globe, maps	Yes ..	Yes ..	Reviews....	Yes ..	2
Little.	No...	No...	Broken globe, set of maps	No...	No...	Occasional reviews	No...	3
Little.	No...	No	No.....	No...	No ..	Reviews... ..	Yes ..	4
No...	No	No...	Wall maps....	No...	No...	Reviews.....	No..	5
Yes ..	Third..	Talks on things out of doors, then the town, etc.	Yes ..	No...	Maps	Yes ..	No...	Written tests.	Yes .	6
Little.	No...	No	Maps and globes	No...	Yes ..	Reviews.....	Yes ..	K 1
Little.	Little..	No...	Maps, globes...	No...	No...	Occasional tests	Yes .	2
Yes	No...	No...	No.....	Talks.	No...	No test.....	No...	3
Little.	No plan.....	Yes .	No...	No.....	No...	No ..	Reviews.....	No...	4
Very little	No...	No...	No.....	No...	Yes ..	Reviews.....	No...	5
No.	No...	No...	Maps	No...	No...	Review.....	"Yes"	6
Little.	No ..	No	Old Maps.....	No...	No...	Review.....	"Yes"	7
Little.	No ..	No	No.....	No...	"Yes"	Not tested....	No...	8
Little.	No...	No	No.....	No...	No...	Review.....	No...	9

TABLE VI.—STATISTICAL TABLE SHOWING PRINCIPAL
OF NEW LONDON

TOWN.	How many study the subject?	How many classes?	To how many taught orally?	How much time per week to subject?	How many books prescribed?	How many books in library?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?	Does discipline result?
10	8	2	0	3½	2	0	.....	No.....	Book questions.	No
11	11	2	Some	2½	3	0	.....	No.....	Book questions.....	No
12	9	3	0	3½	2	0	.....	No.....	Subject matter followed closely	No
L 1	97	6	17	7½	2	0	.....	No.....	Book questions.....	No
2	17	3	0	4½	2	2	For parallel reading	A little	Book questions.....	No
3	18	2	0	2½	2	0	.....	Yes.....	Search for general information	Yes....
4	21	5	0	4	2	0	.....	No	Book questions.....	No
5	92	6	0	9	2	2	Not used ...	Yes.....	Topical	No
6	22	3	0	3	2	0	.....	No.....	Memoriter.	No
7	15	3	0	3½	2	1	Not used.	No.....	Memoriter	No
8	10	4	0	5	2	0	.....	No.....	Book questions.....	No
9	7	2	0	2½	2	0	.....	No.....	Book questions.	No
10	44	6	0	5½	2	0	.....	No.....	Book questions.....	No
11	67	5	0	7½	2	0	.....	In part...	Book questions and topic.	No
M 1	5	2	8	2	2	0	.....	Yes.....	Topically.....	Yes....
2	10	2	4	5½	2	0	.....	Yes.....	Topically.....	Yes....
3	8	3	0	2	2	0	.....	A little	Book questions.....	No
4	15	3	0	4½	2	0	.....	No.....	"Topically".....	No
5	1	1	0	1½	2	0	.....	No.....	Book questions.....	No
6	4	2	0	3	2	0	.....	No.....	Book questions.....	No
7	1	1	0	1½	2	0	.....	No.....	Book questions.....	No
8	6	3	0	1½	2	0	.....	No.....	Book questions.....	No
9	5	2	1	3	2	Several	Not used	No	Book questions.....	No
10	4	2	0	1½	2	0	.....	No.....	Book questions.....	No
11	13	3	0	3½	2	0	.....	No.....	Book questions.....	No
12	5	2	0	3½	2	0	.....	No.....	Book questions.....	No
13	9	2	0	2	2	0	.....	No.....	Book questions.....	No
14	12	3	0	4½	2	0	.....	No.....	Book questions.....	No
15	2	2	0	2½	2	0	.....	No	Book questions.	No
N 1	1	1	0	2½	2	0	.....	No.....	Questions in and out of the book	No
2	13	4	0	6	2	0	.....	No.....	Memoriter	No

Is there useful information?	If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Is there any apparatus or collection?	Any plan other than in text-book?	Does teacher make any preparation?	How is knowledge of subject tested?	Are children interested?	TOWN.
Little.	No....	No..	No.....	No....	Yes....	Written and oral tests	Yes....	10
Little.	Questions about natural divisions	No ...	No..	No.....	No....	No....	No test.....	No....	11
Little.	No....	No..	No.....	No....	Yes....	Reviews.....	No....	12
Little.	Indefinite	Teaching pupils just as the 1st book	Yes....	No..	Maps, globes...	No....	No....	Written tests...	No...	L 1
Little.	Yes....	No..	Maps, globes...	No....	No....	Reviews.....	No...	2
Yes	Yes ..	No..	Maps, globes...	Yes....	No....	Reviews.....	Yes...	3
Little.	No....	No..	No.....	No....	Sometimes	Reviews.....	"Yes"	4
Yes	Little..	No..	Maps, etc., collection	Yes....	Yes....	Written tests.	Yes....	5
No	Yes....	No..	Wall maps .	No ..	No....	No tests.....	Few...	6
No...	No....	No..	No.....	No....	Sometimes	Reviews once each term	No....	7
Little.	No....	No..	No.....	No....	No....	No test.....	No....	8
No...	No....	No..	No.....	No....	No....	No test.....	No....	9
Little.	Little..	No..	Old maps.....	No....	No....	Written tests...	No....	10
Yes	No....	No..	Maps.....	A little	No....	No test.....	No....	11
Yes ..	2d or 3d year	Molding board talks, etc.	Yes ...	No..	Maps, small globe	Yes....	Yes ...	Topic written out	Yes....	M 1
Little.	Uncertain	Moulding board talks, reproductions	Yes ...	Yes .	Maps, globes...	Yes....	Yes....	Reviews.....	Yes....	2
.....	No....	No..	No.....	A little	"Yes"	Reviews.....	"Yes"	3
No...	Yes ...	Half-way	Globe, map of world	No....	No....	No tests.....	No....	4
Little.	No....	No..	Very small globe	No....	No....	No tests.....	No....	5
Little.	No....	No..	No.....	No....	No....	No tests.....	No....	6
Little.	Yes ...	No..	No.....	No....	No....	Review.....	No....	7
Little.	No....	No..	No.....	No....	No....	No test.....	No....	8
Little.	A few talks, shape of earth, longest river in Connecticut	No....	No..	No.....	No....	No....	No test.....	"Yes"	9
Little.	No...	No..	No.....	No....	No....	No test.....	No....	10
Little.	Yes ...	No..	No.....	No....	No....	No test.....	No....	11
Little.	No....	No..	No....	No....	"Often"	No test.....	No....	12
Little.	Yes ...	No..	No.....	No ..	No....	Reviews.....	No....	13
Little.	Yes ...	No..	No.....	No....	No....	Occasional reviews	"Yes"	14
Little.	No....	No..	No.....	No....	No....	Reviews.....	No....	15
Yes	No....	No..	No.....	No....	No....	Reviews.....	No....	N 1
Little.	Yes ...	No..	Globes.....	No...	No....	No test.....	No....	2

TABLE VI.—STATISTICAL TABLE SHOWING PRINCIPAL
OF NEW LONDON

TOWN.	How many study the subject?	How many classes?	To how many taught orally?	How much time per week to subject?	How many books prescribed?	How many books in library?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?	Does discipline result?
3	58	4	0	8½	2	0	.....	Yes.....	Topically.....	No....
4	1	1	0	2½	2	0	.....	No.....	Memoriter.....	No...
5	31	5	0	5	2	19	.....	Not much..	Memoriter.....	No....
6	6	4	0	5	2	0	.....	No.....	Book questions.....	No....
7	126	5	0	15	2	Several	.....	No.....	Topically and memoriter..	No....
8	10	3	0	3½	2	0	.....	No.....	Book questions.....	No....
9	3	2	0	5½	2	0	.....	No.....	Questions.....	No....
10	7	3	0	2½	2	0	.....	No.....	Book questions.....	No....
11	4	3	0	4½	2	0	.....	No.....	Book questions.....	No....
12	5	3	0	2½	2	0	.....	No.....	Book questions.....	No....
13	30	2	0	5	2	0	.....	Yes.....	Journeys, etc.....	No....
14	73	4	0	4	2	0	.....	Yes.....	Topically and book questions	No....
O										
1	11	3	0	3½	2	Several	For reference...	Yes.....	Book questions and outside	Some..
2	6	3	0	3	3	Ency.	Reference.....	No.....	Book questions.....	No....
3	34	3	34	4	2	0	.....	Yes.....	Getting principal points...	No....
4	19	3	4	3½	2	0	.....	Yes.....	Topical.....	Yes....
5	35	5	0	6½	2	0	.....	No.....	Book questions.....	No....
P										
1	12	3	0	4½	2	0	.....	Yes.....	"To see the countries as if they were there"	Yes....
2	9	3	0	2½	2	0	.....	Yes.....	Study with map; a country, as whole	No....
3	4	3	3	3½	2	0	.....	No.....	Book questions.....	No....
Q										
1	5	2	0	5	2	0	.....	A little....	Questions, map drawing..	No....
2	4	2	0	2½	2	0	.....	No.....	Book questions.....	No....
3	4	3	0	2	2	0	.....	No.....	Book questions.....	No....
4	9	2	0	Indefinite	2	0	.....	No.....	Book questions.....	No....
5	8	3	0	3	3	0	.....	No.....	Not memoriter.....	No....
6	5	3	0	10½	3	0	.....	No.....	Book questions.....	No....
7	74	5	0	8½	3	A few	For reference....	Yes.....	Knowledge of topic drawn out	Yes....
R										
1	13	4	0	3	3	0	.....	No.....	Book questions.....	No....
2	0	..	..	..	..	0	.....	.....	.....	.....
3	5	3	0	3	2	0	.....	No....	Book questions.....	No....
4	8	3	0	8½	2	0	.....	No.....	Book-questions.....	No....

Is there useful information?	If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Is there any apparatus or collection.	Any plan other than in text-book?	Does teacher make any preparation?	How is knowledge of subject tested?	Are children interested?	TOWN.
Yes	Yes....	No..	Globe.....	Yes....	Yes....	Reviews	Yes....	3
Very little	No....	No..	No.....	No....	No....	No test.....	No....	4
Little.	No....	No..	Maps and small globes	No....	No....	Review.....	No....	5
Little.	Bound N. E. States	No....	No..	Globes.....	No....	No....	Review.....	No....	6
Yes	Yes....	No..	Yes.....	Yes....	Yes ..	Written and oral tests	Yes....	7
Little.	Yes....	No..	Maps in coal bin	No....	No....	Review.....	No....	8
Little.	Yes....	No..	Old maps	No....	Usually	Review.....	No....	9
No...	No....	No..	No.....	No ..	No....	No test.....	No ..	10
No...	No....	No..	No.....	No....	No....	Review.....	No....	11
Little.	Yes....	No..	No.....	No ..	No....	Questions..	Yes....	12
Yes	No....	No	Maps.....	Yes....	Yes ..	Written tests..	Yes....	13
Yes	No....	No	Maps.....	Yes....	Yes....	Written tests..	Yes....	14
Yes	Yes....	One class	No.....	Yes....	Yes ..	Reviews.....	Yes....	O 1
Little.	Tell names of countries	No....	No..	Maps.....	No....	No....	Reviews.....	Yes....	2
Yes	Local geography, geography games	Yes....	No..	Globe, one map	Yes ..	No....	Review.....	No....	~
Yes ..	4 to 6..	Stories.....	Yes....	Some	Map	Yes....	Yes ..	Written and oral review	Yes....	4
Little.	Yes....	No..	One set maps for three rooms	No....	No ..	Examinations..	No....	-
Yes	No....	No..	Maps.....	Yes....	No..	No test.....	Yes....	P 1
Yes	No....	No..	Maps, and small globes	Some..	Some..	Review.....	No....	2
Very little	Yes....	No..	Map....	No....	No....	Reviews and examinations	No....	3
Little.	Yes....	No..	Maps, globes...	Very little	"Yes"	Reviews.....	No....	Q 1
Little.	Yes....	No..	Maps, globes...	No....	No....	Review	"Yes"	2
No...	Little..	No	Maps, globes...	No....	No....	Review ques- tions	No....	3
No...	No....	No..	Maps, globes...	No ..	"No"	No test	No....	4
Yes	Yes....	No..	Maps, globes...	A little	No....	Occasional re- views	No....	5
Little.	No....	No..	Globes...	No....	No....	Reviews.....	"Yes"	6
Yes	Yes....	No..	Maps and globes	No....	No....	Reviews.....	Yes....	7
Yes	No....	No..	No.....	No ..	No..	Topical review.	No....	R 1
Little.	"Bound Connecti- cut"	No ..	No..	No.....	No....	No....	Reviews.....	No....	3
Little.	No....	No..	Globe	No....	No....	Reviews.....	No....	4

TABLE VI .— STATISTICAL TABLE SHOWING PRINCIPAL
OF NEW LONDON

TOWN.	How many study the subject?	How many classes?	To how many taught orally?	How much time per week to subject?	How many books prescribed?	How many books in library?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?	Does discipline result?
5	7	5	0	6½	3	0	.....	No.....	Book questions	No....
6	5	3	0	3½	3	0	.....	No.....	Book questions.....	No....
7	14	3	4	3	3	0	.....	Yes.....	Study each State separately	No....
8	13	3	0	3	3	0	.....	No.....	Book questions.....	No....
9	5	2	0	3½	3	0	.....	No.....	Book questions.....	No....
S										
1	31	7	..	3½	2	Ency.	Reference	No....	Book questions.....	No....
2	7	5	9	2	2	0	.....	No.....	Book questions..	No....
3	2	1	0	1	2	0	.....	No.....	Book questions.....	No....
4	7	3	0	3	2	0	.....	No.....	Book questions.....	No....
5	5	4	0	3	2	0	.....	No.....	Book questions.....	No....
6	3	3	0	3½	2	0	.....	No.....	Book questions.....	No....

Is there useful information?	If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Is there any apparatus or collection?	Any plan other than in text-book?	Does teacher make any preparation?	How is knowledge of subject tested?	Are children interested?	TOWN.
Little.	Little..	No	No.....	No....	No....	Reviews.....	No....	5
Very little	No...	No.	No.....	No....	"Yes"	Review.....	No...	6
Yes..	Reads to them; questions	Yes....	No	Globe.....	No...	No....	No test.....	No....	7
Little.	Natural divisions, States, etc.	No....	No..	Globe.....	No....	No....	Occasional questions	No....	8
No..	No....	No..	Globe.....	No...	No....	No test	No...	9
Very little	No....	No..	No.....	No....	Yes....	Reviews.....	No....	S 1
Very little	Islands; shape of earth	No....	No..	No.....	No....	No....	Review.....	No....	2
Very little	To bound Connecticut	No...	No	Globes.....	No....	No...	Reviews.....	No....	3
No..	No....	No..	No.....	No....	No....	Review.....	No....	4
No..	Yes...	No..	No.....	No....	No....	Topical review..	Yes....	5
No..	No....	No..	No.....	No...	No....	Review.....	No....	6

Number studying Geography, 2,622.

Average time per week given to subject, two and one-half hours.

All schools use two or three text-books.

Number of districts having books in library relating to the subject, 27.

Number of schools having maps, 50.

The instruction in this branch includes,

1. Learning the text of two or more text-books, one after the other, both containing, substantially, the same material.

2. Questions found in the book and answers; the teacher following the questions strictly and the scholars the answers.

3. In fifty-four cases the teachers make pretense of preparation, and in forty-four cases only is there any plan of work.

4. Oral work is undertaken in twenty-eight schools.

5. There is no claim that discipline results, and few pretend that useful information results.

6. In sixty schools there is map drawing, and in six reading of maps.

In many cases there is no claim that children are interested, and no attempt is made to test their knowledge.

SPECIMEN PAPERS.

The following reproductions illustrate the work of the scholars:

1. Writing, Spelling, and the Less Advanced Language and Arithmetic are illustrated on pages 227*-259*. For questions, see pages 171*-174*.

2. Advanced Arithmetic, pages 262*-269*. For questions, see page 174*.

3. Story of Ten Cent Piece, pages 270*-275*. See page 174*.

4. Mercury and the Woodman, pages 276*-284*. See page 175*.

5. Letter, page 285*. See page 175*.

it is a girl

Girl 12 years old ; in school 6 years.

in tahong to

Boy 12 years old ; in school 6 years.

in tahong

to

how did you meet in the river

Adant and slave master write

write

48

184

Boy 12 years 7 mos. old ; in school 7 years.

I V T A F H O Y F B L v

~~Big~~ fifth day in the fall
had day nights in road

my berth

quite better John or i
master smith is very busy

weight 48

Old 19

right 12

color 28 ~~49 63~~

4 4

1 2

2 8

1 9

1 24

2 5

1.84

3.45

699

699

423

825

1792

3

Boy 15 years old; in school 9 years.

in tank 0 22 34 0 B
 Thursday ~~Wednesday~~ Belva
 My Brother Me Guith

weight
 hole
 Record
 W. Lohr

48
 184 48
 3 408 72
 696 28
 65 16
 42341
 75 25
 16
 7
 Lead Ball
 2 1/2
 2 1/2
 5

44. the first day of the silk is ~~thru~~
to Mulrelding child brought in the
my bottle is ~~in~~ the
better regular ~~in~~ ~~in~~ ~~in~~
about one or two more visits was very big

Meliger
Mhale

read
aw

ular

Girl 10 years old; in school 5 years.

i U T A H O by T L O B
the Fifth Day of the week ^{day}
Where I visited the Mill in the
Road Wm is the better who far
Follows me a Boat and C. G. and M. C. L. L.
something is B. V. y

W. C. C.	48	48
W. C. C.	08	
W. C. C.	28	184
W. C. C.	10	345
W. C. C.	14	090
W. C. C.	25	69
W. C. C.	10	423
W. C. C.	9	75
W. C. C.	1	17, 99
W. C. C.	5	17, 99

Geel Penck's

Boy 11 years old; in school 6 years.

is a h a o y J O O

The first day of the week is this day
whose day did you meet on the road
my brother

which is the letter
at 1 o'clock mister smith is a very
big weight hole road bright color

48 49 72 28 16 14 25 16 7 9 5-henrde

18 41

3 45

6 96

6 9

4 23

17 5

1802

Boy 11 years old ; in school 6 years.

ing to say J. L. B. &
thru the fifth day in the
is the story how dog government
in the great my brother
in this the best of him on a my own
Do not one of the most is very
very
hole

~~the~~

6x
48

mean my
the man

49

read
write

28

184
345
090

18

color

1.4

1.5

09
22.3
24.5

15

184
24.5
24.5

1-4



Boy 13 years old; in school 9 years.

in a whole the pr thid day of the week the Thursday
howe day did you men the road

my broke

how was the best alle tom our ne
at that time Mister tomsan

the alle 48

read 50 need 184

rite 345

colour 636

69

423

1342

in the way of

the fifth day of the birthday
when dogs did go meet in the road

my father

with is the best character for a
master Smith's character

weight 100 84

hol. 8 50 35

6 50 96

order

eight

year

Boy 11 years old; in school 6 years.

it is a boy F L O P
 The fifth day of a week is Thursday.
 Where dog did you meet in the road?

My brothers.

Which is the better scholar John or I?
 About one o'clock Mr Smith is very busy.
 weigh. whole. read. right. collar.

48 184

49 345

72 696

28 69

16 23

14 75

25 1793

34

7

Girl 12 years old; in school 5 years.

Girl 14 years old; in school 9 years.

D V Y A Y
U t a f h O Y
the p. p. day in the weak is thirday
which is the better scholar John D.
god morning Mr Smith add hery
whose dog did you meat in the road
my brothers
184

may
~~right~~
 right
 right
 right
 2 4 2 4 3 1 2 5
 4 2 8 4 3 3 5
 3 2 3 8
 5 4 1 1

4 5
 3 9 6
 6 9 2 3
 4 2 2 3
 7 5 1
 30 1

Boy 11 years old; in school 5 years.

48.49.28.16
 14.9.(5). $\frac{1}{6}$

The fifth day of the week is

Monday
 Tuesday
 Wednesday

396

2640

1783

2896

124

999

27

4089

386

291

143.11

Boy 11 years old; in school 6 years.

The old way makes how many
 things

184
 345
 696
 0693
 4275
 1792

Boy 15 years old; in school 7 years.

I will ask you F B L O
fifth day in the is Thursday
Whose dog did you find in the
road my brothers
Which is the better scholar John or
D

about one o'clock Mr Smith as very
 busy 46 hours 8
 Bright 49
 old 72
 red 28
 Bright 16
 collar 14
 25
 16
 91
 65 pensils

184
 345
 686
 699
 428
 75
 1792
 3

Boy 12 years old; in school 8 years.

n i l a r o y f l o b

the sixth day

whole Days did you meet in the road my
Brother, what is the fellow scoundrel I told of
or i. about ~~myself~~ my snail is very broad

~~very~~ ~~to find~~ the word way

the whole is the

the word read

the word rite

the word ~~brother~~

4

40

41

32

16

134

24

27

9

8

18

Lead pencil.

Boy 10 years old; in school 4 years.

184
243
696
569
423
22

1963

—

in tea ho 18-20B

Just day at the road 15.
After day day you meet in the

way. But the which. I have
and Cuk Biaz. More milk
these right used we go

Udail Utrah Coale

67897986

89184.

79345

8664.6

6869

26423.

9675.14

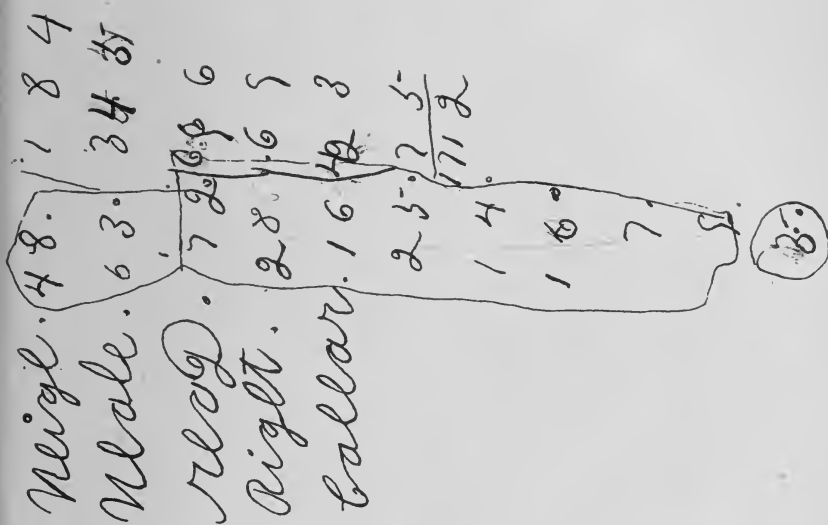
94282714

25 pencils

Boy 11 years old; in school 6 years.'

i. m. t. a. r. f. h. o. r. y. J. L. B. C.
the 1st Day of the week is, Thursday.
Now do you meet in the road.
My Brothers.

which is the Bettoralalari.
Bantanalalari is very busy.



Girl 13 years old ; in school 7 years.

in a f h O O y A B L O
the fifth Day in the Week is Thurs
Whose Dog did you meet in the Road
my Brother here Whitch is the Better
Regular John ore nire a Pont one More
smith is overy Bieey

Wright 48

head 49

red 72

Wright 28

collar 16

14

25

17

9

7

5 pencil

184

943

696

69

428

75

1792

Boy 15 years old ; in school 9 years.

is to a boy F & I
is to a boy F & I
Please write this little story that this
story of the week is Thursday
repose dog enjoyment in the whole
which is the Better Babylonian journey
about one o'clock Mrs Smith is very busy

Woy answers 48 may

96.

hole answers 49 hole

Bel answers 42

wright answers 28

collar 16

14

25

16

9

7 Pennsil.

184.	184
345.	345
669.	669
423.	423
75.	75
<u>1982</u>	<u>3</u>

3

Boy 14 years old ; in school 8 years.

$\rho = \frac{m}{V}$

184

345

696

69

423

$$\frac{265}{55}$$

Girl 13 years old; in school 8 years.

NWt Afk oy F Lp B O

The fifth day in the week is Thursday.
Whos dog did you meet in the road?

My Brother.

Which is the better scholar John or S?
about one o'clock Mrister Smith was very busy.

Neigh	48	184
Whole	44	145
Head	72	696
Bright	28	69
collar	16	423
	14	75
	25	<u>1592</u>
	14	
	7	
	9	

(5)

Girl 10 years old ; in school 5 years.

Ans, 48, 49, 78, 28, 16, 14, 35, 16, 7, 9,

Spencils, $\frac{3}{4}$, $\frac{5}{6}$, $\frac{3}{6}$ each, 01, 05-

184

345-

646

669

823

25-

$\frac{12000}{239\frac{1}{2}}$ of 1730

1000 1889. 2 1

6000 1888. 4 8

6179000 7. 27 at top

1692

131668

105333 $\frac{1}{3}$

[illegible]

Girl 12 years 9 mos. old; in school 6 years.

48	396	1.889-	m^{12}	$\sqrt[3]{39}$
49	2064	1888-	1-	1
72	1783		-10	-7
28	2896	md		
16	124	$2/48-57$		
14	999	$.001\frac{1}{6}$		
25	27	$.051\frac{1}{6}$		
16	408.9	8		
7	386	408		
9	291	$1\frac{1}{3}$		
(5)	2855	6)409		
3	1303-3-	$.068\frac{2}{9}$		
5		200		
6		13600		
3		44		
5		$13.644\frac{4}{9}$		
5%		ans		

$$\begin{array}{r}
 d h \\
 5-8 = 5-\frac{8}{10} d^{-1} \text{ st. C.} \\
 \$1.75-8 \\
 \quad 5-\frac{8}{10} \\
 \hline
 8.75- \\
 \quad 1.40 \\
 \hline
 \$10.15 \text{ ans}
 \end{array}$$

$$\begin{array}{r}
 2489 \\
 \quad 120 \\
 \hline
 49780 \\
 2489 \\
 \hline
 298680 \\
 \quad 98 \\
 \hline
 298582
 \end{array}
 \qquad
 \begin{array}{r}
 39/298582/765537 \\
 \quad 273 \\
 \hline
 255- \\
 234 \\
 \hline
 218 \\
 \quad 195- \\
 \hline
 232 \\
 \quad 195- \\
 \hline
 37 \\
 \quad 89
 \end{array}
 \qquad
 \begin{array}{r}
 765537 \\
 \quad \text{ans } 39
 \end{array}$$

Girl 14 years old ; in school 8 years.

184
345
696
669
423
25

25. 17. 7. 9. 5. pounds \$22.00

48, 49, 72, 28, 16, 14.

\$2.00

Wight
note.

years.	12	30
1889 "	m	day
1889 "	0	
1889 "	4	8
	<hr/>	
	7	23

.033
003

138 5/6

$$\begin{array}{r}
 10 \\
 5- \\
 \hline
 50 \\
 8 \\
 \hline
 1058 \\
 5-4- \\
 \hline
 5-4-
 \end{array}$$

$$\begin{array}{r}
 54 \overline{) 1.75} \\
 \underline{54} \\
 100 \\
 54 \overline{) 15.75} \\
 \underline{100} \\
 575 \\
 54 \overline{) 15.75} \\
 \underline{100} \\
 575 \\
 54 \overline{) 15.75} \\
 \underline{100} \\
 575
 \end{array}$$

$$\begin{array}{r}
 .0088 \\
 \hline
 3332 \\
 5-3 \\
 \hline
 16653 \\
 16662 \\
 \hline
 166600 \\
 60000 \\
 \hline
 2766633
 \end{array}$$

$$\begin{array}{r}
 2488 \\
 \hline
 49780 \\
 2488 \\
 \hline
 4670
 \end{array}$$

$$\begin{array}{r}
 39 \overline{) 24372} \\
 \underline{39} \\
 335 \\
 \underline{335} \\
 328 \\
 \underline{328} \\
 303 \\
 \underline{303} \\
 32
 \end{array}$$

Boy 13½ years old; in school 9 years.

$$\begin{array}{r}
 52 \\
 \hline
 38 \\
 3
 \end{array}$$

1. 48, 49, 72, 28, 16, 14, 25, 16, 7, 9, 3 pencils $\frac{1}{4}, \frac{5}{8}, \frac{1}{6}, 1$ etc

50% 184 2. Int for 9 mths at 60% = .049-
 343-
 696
 69
 423
 75-
 1792

" " 4 dec. " 60% = .000623
 " " 9-4 " 60% = 61.049-623
 " " 9-4 " 60% = .007618
 " " 9-4 " 80% = .06088
 " on \$2000 " 80% = \$121.76

A bottle of ink
For a pen
And a holder

Girl 13 years old; in school 8 years.

rent it and we went to city
and i bought five cents worth can
and three boxes pencils at the
cents and with two cents i
bought two led pencils at once.

Boy 10 years old; in school 5 years.

I found a ten cent piece

in a road dog cone far
val with his mouth wide
open and it had
it down him that
and I lost it and I went
home and the next day
a man gave me ten more cents
and I brought home a ring
with it

If I had ten cents I would save it, I would put it in a
bank till I got ~~ten~~ thousand dollars and I would
build a house and I would get a horse and wagon
and take my mother out to ride and I would work

Boy 13 years old; in school 9 years.

A boy found a ten cent piece as he was going to school.
He wanted to go to the store to get him some nuts
But he didn't know what the teacher would say
If he was late the bell was ringing for it was nine
O'clock. he went to school and at recess he thought he
could go and get his nuts he went but before he
got back they had begun school and so the teacher
asked him what made him so late. he did not know
what to say but he told the truth.

Girl 13 years old; in school 8 years.

A boy one day said if I would give him a
orange he would give me ten cents I went
home with my money - what do you think
I did with my it I bought me a pet
lamb & I brought ~~me~~ the lamb a pretty
color with a bell on it the ~~to~~ put was glad
at first but after a little while it became
ugly and I never loved my pet again.

Boy 10 years old; in school 6 years.

Mercury and the woodman.

There is a very good story told about the difference of truth between two men. A woodman ^{while} after crossing a stream, accidentally let his axe slip, from his hands, and consequently it fell to the bottom. While he was lamenting after his lost implement, Mercury, the god, appeared, and taking compassion on the man, said that he would endeavor to return it, and after diving for it, brought up a gold axe. Being asked if this was the right one, ^(the man) he replied it was not. Then ~~diving~~ diving a second time, he asked the man again if this was the right one, this time it being

a silver axe, - and received ~~a~~ reply in the negative.
During a third time brought up the identical
axe which the wood-man dropped. (Upon being
asked if this was the one the honest wood-man,
being overjoyed at the thought of obtaining his
own property, said that it was his axe. Mercury
was so much pleased with the man's frank-
ness, not only gave him his own axe, but also
gave him the gold and silver ones, and then left
him in the woods.

The happy woodman returned to the town, and being so exultant over his valuable gifts, told some of the citizens of his adventure. One of them thinking he could obtain the same benefit, went into the same woods and dropped his axe also, and commenced to weep. Mercury then appeared to him. Finding the cause of his sorrow, he offered his services to him, which were accepted, and brought up another gold axe. Being asked if this was his axe, the insincere

man quickly answered "yes," and attempted to
size the valuable object. But Mercury, seeing
the grasping nature of the man, prohibited
him from taking it, and not only would he
not grant this one, but he also refused the
man his own axe. The dishonest man went
back to the town, not only minus an axe, but with
the consciousness of a lie staring him in the face.
Moral: Honesty is the best policy.

—FINIS.—

Boy 15 years old; in school 11 years.

Mercury and the wood man
A woodman was felling a tree by the side
Of a River When he chance
And ask him if that was his ax
and diving the the scortum and
Bringing up an golden ax ask the man
if that was his a shure and he was
going to grasp the ax

Onesby is the best Policy

Mercury and the woodman

A woodman once went out cut wood by a river
and accidentally let slip the axe the man
set down on the river bank Mercury being a long
and seeing him he dove to the bottom of the
river a brook and saying is that your
axe and woodman? He said that it was not his
and then Mercury diving the second time and
bringing up the ash woodman is that
one your. And Mercury dived the third time and brought
up the bottom. the second man let his axe
slip in on purpose. honest is police.

Boy 15 years old; in school 9 years.

Increasy and the Woodman

A man was chopping beside a pond when suddenly he
let his axe slip into the water. he sat down on the bank of
the river and made a great show of weeping. Increasy hearing
that the cause of his accident-dived to the bottom of the
river and bringing up one of gold asked the man if
that was. upon the man denying it he dived to the bottom
and bringing up one of silver asked the man if that was.
his. upon the man denying it the second time he dived to the
bottom ~~the~~ and ~~bringing~~ up the night as asked the man if
that was his a sturdy said the man and Increasy was so pleased

~~with~~ with the man's tooth and honesty that he gave the
man the other to: upon the man going to companion and telling
them of his fortune one of the boys thought that he would try to look
so he goes to the side of the river and shops his ax in purposely
and sat down on the bank of the river and makes a great
show of weeping. One evening appeared as before and dived to the bottom
and bringing one up of Gold asked the man if that was his
ax. The man said the man. and he is so provoked with his
thirsty that he would not as much as restore him the man's
ax.

Honesty is the best policy.

Once there was a man falling a tree
when he let fall ax and it fell into the
river the man set down by the river
and sobed bitterly over the loss but the
thermometer seeing his grief gave down and
brought up a gold ax and the man said
that it was not his ax so the thermometer
gave down and brought up a silver one
and the man said it was not his ax so
he gave down and brought up the mans
ax but the man said it was his and
the thermometer gave him the other ax

New London

My Dear Friend

this Place is lovely
I see the trains coming and the boats
are sailing. I be out playing with my
aunt. Some time that ~~she~~ have my
share time this Place is beautiful
i want you to come to meet me at the
depot good bye. yours truly friend.

Girl 14 years old; in school 8 years.

SUMMARY OF CONCLUSIONS.

The following are some of the conclusions derived from the foregoing special report :

1. The load of taxation is, or appears to be, heavy, and while schools are as cheerfully maintained as any public institution, there are certain bounds beyond which communities will not go. Indeed, that point seems now to have been reached, and rather than carry more or better schools, the existing ones are declining or falling to decay. Noting, too, the wasteful and distracting method of managing the finances of schools, the total lack of permanency and accountability, the entire absence in many cases of public interest in the best education of children, it is evident that the outlook for larger appropriations is not bright.

The remedy then lies in a reformation of the system. There should be schools enough, the number to be determined by the location of families and the enumeration of children. There ought to be regular instruction under competent teachers, following a definite course from beginning to end.

2. The methods of distributing money keep up the number rather than promote the efficiency of schools. In this distribution the *quality of the instruction* is never decisive.

3. The method of administration results in little or no supervision, neglected buildings, and entire absence of appliances and aids.

4. Irregularity of attendance is largely due to desire to make gain of children's labor. Other causes are poverty or shiftlessness and poor schools. Good schools attract all children.

5. It may be assumed that there are schools enough and teachers enough. Education, such as it is, is provided for all children in the county. It is certainly cause for congratulation that no child is denied admission to the public schools for any cause whatever. The question whether they go to school or not depends upon their parents primarily, and upon

the efficiency of the means employed by local officers and the State.

6. The children of some districts are obtaining an education very different in quality and quantity from that offered to children in other districts. *Free public education* means *six months* schooling for one child and *ten months* for another.

7. There are ungraded country schools which are not only efficient, but as efficient as any schools can possibly be. The children are capable and industrious. The process of education, the teaching, is good.

8. *Possible Attainments.* — There are few children in schools of twelve years and over. Very many children are drawn off before that age, or soon after, to work.

It is not easy for farmers' boys to remain in school in the summer after they are able to be of assistance at home, and we must make up our minds to see them in the winter only after ten or eleven. In manufacturing districts children are obliged to attend until they are thirteen, and after that they also disappear. It follows, then, that our system of education needs to be framed upon this hypothesis, and the question is, how much is it possible to teach the children thoroughly by the time they are twelve years old, or in six years of schooling.

It is safe to affirm that there must be good teaching to give children a good common school education by the time they are twelve years old. If they read intelligently, *i. e.*, with sufficient ease to afford pleasure to themselves and to convey information to hearers, if they write legibly and express themselves in simple written sentences clearly, and if they can perform readily without slate and pencil the common arithmetical calculations of average life, they certainly have a good common school education. If to this be added a desire for good reading, some knowledge of the history of our country, and especially of our own State, and some correct notions of the earth on which we live, especially in man's relation to it, the elementary education will have been successful. Children with this equipment are ready either

to enter upon a higher education or to intelligently perform their duties as members of society.

This inquiry shows,

(a) That not one-half or even one-third of the children at twelve or at sixteen years of age have secured even the limited education above described, and

(b) That children can be easily brought to the standard above mentioned.*

9. *Teachers.*—Many teachers there are who do their work zealously, though seldom assisted or encouraged. Indeed, it is quite remarkable that with no more encouragement, with small pay, and no incentive except plain duty, so many are exemplary in their treatment of children and develop sterling qualifications for their work. This is not the rule, however. The deficiencies and defects of teachers are confirmed by teaching; their distorted pupils in turn teach, and the dismal line of inefficiency is entailed and perpetuated.

*The notes of the examiner, in two contiguous schools, illustrate how one school may do this work and another may fail :

1. "The school was under the care of a graduate of a Normal School. Good work had been done in number and reading. One little girl, 6 years old, who had attended two terms and a little over, could read easily such reading matter as would be found in Second Reader, from either script or print, with fair emphasis and inflection. All could write from copies, and the smaller ones in a good hand. Those pupils that this teacher had had under her charge from the beginning were making excellent progress.

Some language work had been done, and the school were very quick to detect errors in the work of others. The mental work in Arithmetic was rapid, accurate, and advanced. Pupils in this school, of 11 or 12, were in advance of most pupils of 15 in adjoining towns.

This school was wide awake, good natured, ready. Most of the pupils were bright. Words were being taught to class in First Reader by phonics, as s-at, m-at, c-at."

2. "The school had many large pupils, but they were very backward. One boy, 19 years old, could do nothing until he had looked over the paper of a smaller boy next to him.

The room was in a sad condition; the floor very, very dirty, the walls in miserable shape, ceiling ditto; a most unattractive spot.

The teacher was a graduate of an academy, and had had a little experience in one of the schools, but did not exert any force or influence on the school, and evidently had no thought of *teaching* the school. She was keeping school.

The reading of the school was very poor in every respect. And the children were making no progress."

The increase of teachers' salaries would not by itself produce any great change. With an enlightened demand for skillful teaching, the demand for qualified teachers will be heard. Good teachers can now be hired for eight dollars a week. They will not remain if they prove to be superior teachers, but for a time they are willing to work for about this sum. No community ought to grudge this sum, or twice this sum, if its children are wisely and faithfully trained—if the schools are in a state of efficiency, the teaching and discipline satisfactory. It would be well if the teachers could receive increased wages when they succeed. If their work was judged by some competent supervisor, and then an increase of salary based upon merit, they would have genuine encouragement. It is possible that towns would not bear the strain of increased taxation for salaries. If there is to be any general advance in wages, there must be evidence that the teaching will be good, and that the result will be commensurate with the amount expended.

10. *Teaching.* It is difficult to characterize what is called teaching.

In many cases there is simply a hearing of lessons. The scholar finds out what he can, goes to the class and tells what he knows; often this ends the whole performance, and he goes back to learn a similar lesson, not having taken a single mental step. If he has correctly learned the words of the book, which is possible, it is understood that he has done well. Whether he has mastered or applied what he has memorized is not regarded as the teacher's business. This is illustrated frequently by the repetition of rule after rule with lightning-like rapidity unattended by any ability to make use of the rule or any desire or expectation of knowing what it means. The rules of Arithmetic, the whole of Grammar, Geography, and History, can be and are often thus learned. No instruction and no thinking is involved in such operations. Children would be just as well off without a teacher if an overseer were at hand to keep them from disturbing and annoying one another. Such school-keeping does not result in any sound education. There is evidence

that there is a large number of schools where the intellectual condition of the scholars is deplorable. They learn to call words in a mechanical way, to write poorly, and to cipher according to rule, but their intelligence has not been stirred and their minds are benumbed.

Children do not often receive the instruction which meets their needs. Their minds are not awakened, and there is no pleasurable interest. They cannot use what they have pretended to learn. They are instructed as though they had memories and not minds, and the living and thought-producing part is neglected.

11. Trained teachers are superior to those who have not had training; but this is a rule which has exceptions. There is need of good health and good sense as well as of training.

12. The younger children do not receive anything like the attention they ought to receive, while the older scholars cannot make up in the few terms they attend for early neglect.

13. It would be wrong to overlook difficulties, and the generous spirit which is often found. There are many discouragements; there are those who have lost hope; there are those who are glad to be rid of the education of children, especially if they have no children, or have ceased to have any in school. These are, however, the obstacles we should expect to find.

14. In 108 districts there was said to be no interest on the part of parents. Table II, page 152*.

It cannot be said that in any community *many people* are seriously and intently bent on making the schools in which their children are educated efficient. There is a distinct leaning toward and yearning for tradition and routine, and there is idolatry of the present system of administration. There is always a method of meeting those who desire something better by saying that reform is impossible. For example, when it is admitted that teachers are not qualified, the question is raised whether any means will obtain qualified teachers. The naked truth is that some do not want

things so managed that any one will be left out. They do not want things tested; they prefer eulogiums of the past, and economy in the present. Few are disposed to be active in disturbing the settled order; even admitting that order to be bad, aims quite at odds with the systematic training of children prevail.

All this is not so dangerous or so deadening as the notion that a *school* is always a *good* school; that when once a teacher is installed in a room with children, good to the children must ensue. Every school is on trial, and none are deserving of confidence until they have been proved.

15. There is a very large and unnecessary outlay of sentiment on the district system. This sentiment is gratified by the loss of the intellectual life and progress which the live school would generate in children, and ought to give way to the interests of the children. It is remarkable what can be done if there is set up a good school, relieved from all selfishness in management. It may meet with opposition, and sometimes be overborne, but the intellectual impulse which it will give to children will remain all their lives.

16. This inquiry gives the impression, amounting almost to a certainty, that the simple and valuable branches have not been well taught. Substantial evidence is presented that there are inexcusable deficiencies extending to every common school branch.

This does not affirm nor imply that the school system is useless, or that the schools do not, on the whole, accomplish a great deal of good. It does not indicate that the State may not wisely employ the present agencies for the promotion of the general welfare. It proves that the system, as administered, and these means as handled, are not satisfactorily accomplishing the work for which public schools are maintained, and for which they are solely intended. They are not generally doing their work as it ought to be done or as it might be done.

This is confirmed by the results in the different branches.

(a) *Reading*.—*Not more than one-third of those tested read*

intelligently, either from the books with which they were familiar, or from books adapted to the second year of school. Calling words was the staple of reading. The ideas of the printed page, from which arise spontaneously correct emphasis and expression, were either beyond the capacity of the scholars, or entirely obscured and lost in the endeavor to utter the separate words and syllables. This is the natural and inevitable result of first teaching the alphabet and oral spelling which still prevail in 112 schools. Nor was any endeavor made to teach new and fruitful ideas by means of reading. The letters being learned the words were commonplace, and the stories insipid. The one book prescribed to be read is learned by heart, which is not reading. It was not expected that reading would be everywhere entirely satisfactory, nor can we look for the time, however remote, when reading cannot be improved. Expressive and attractive reading is one of the highest and latest products of cultivated taste and intellectual discrimination. No doubt perfection is worth aiming at, but when not achieved much else may be achieved. The chief purpose in teaching reading, in nine cases out of ten, is not to convey the meaning to others, but to appropriate that meaning to ourselves. The object of school is fully accomplished, if the learner can so read a book as to derive instruction and enjoyment therefrom. *This had been attained by very few children in the county.*

(b) *Writing.*—*One-third of the children of ten years old and upwards cannot write (as these papers solemnly testify). Not more than thirty teachers can teach writing, as they themselves freely admit.* Out of thirty towns in this and other parts of the State, three only require the teachers to furnish evidence of ability to teach writing. Here is an acquirement within easy reach of every little child of six or seven. The postponement of instruction is an imposition and a lasting injury. Yet teachers cannot give instruction and lean with their whole weight upon copy books and call the few lines there engraved "writing lessons." Such a method is both lamentable and ludicrous. Reform must come in the entire banishment of copy

books, except, perhaps, as test or reference books, and every teacher must possess and furnish evidence of *ability to teach writing*, and every school-room must have sufficient blackboard for illustrative work. Attention is directed to the papers on pages 227*-257*. The effort on page 250* was called *writing*. It deserves no such name, and if all of the same merit were excluded, not more than one-half of the children tested could be said to write. The effort shown on page 227* was not called writing.

(c) *Arithmetic*.—Is the third of the “R’s”—the so-called practical branch, more intelligently taught?

Referring to the simple exercises on page 171*, it will be observed that one-third of the children over ten could not work them at all, another third worked one-half, and another third worked them all. Very few out of the whole number tested could solve the problem 10, page 172*, and not one-half worked the example in addition correctly. The few who attempted the advanced papers were even more deficient.

Not more than fifteen schools teach Number systematically, and in a less number is there freedom from the rules of the book. The most noticeable feature is that there is no facility in the performance of those every-day problems which are in the true sense practical. A branch lauded as useful, becomes, under the learning of rules and the consideration of *figures*, a comparatively useless and unprofitable study.

The method in Arithmetic is illustrated by the course which most children will take after long instruction in such schools. If they are given a problem of one or two steps, *they will first see what RULE it comes under*. If it does not come under any rule with which they are familiar, they will take a book and see if they can find an example like it. If they fail in this search, they then begin to cipher at random, multiplying and dividing in the hope that it may turn out right.*

Failures in the simple example in addition No. 2, page 172, can be seen on the papers pages 227*-285*.

(d) *Educational value.* From the papers and from the inspection a summarized classification of schools as to their educational value has been made. The questions found on pages 171*-6* will show the simple test of efficiency. In an efficient school children can read intelligently, write at dictation a simple sentence free from gross errors in spelling, punctuation, and capitals, perform a few mental examples in Arithmetic. Advanced classes have a little more difficult test in language and Arithmetic. The teaching is skillful, and management is kind and firm.

The schools of the county are divided into *efficient*, *useful*, *doing some good*, and *entirely inefficient*.

	Efficient.	Useful.	Doing some good.	Entirely inefficient.
Less advanced work,.....	7	35	78	39
More advanced work,.....	5	23	29	32

16. There is need of

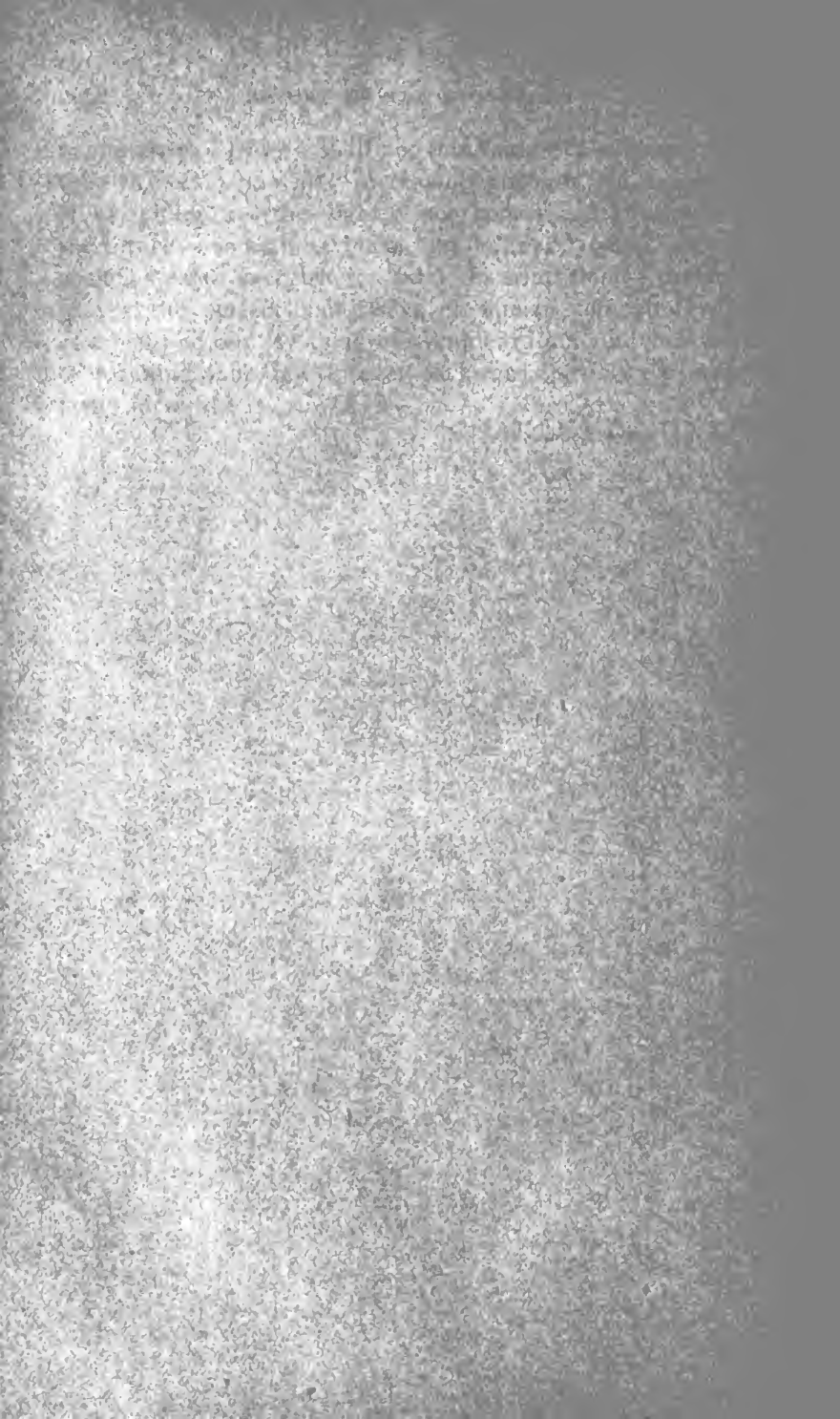
(a) *A uniform, but not too high standard of qualification for teachers, to be uniformly applied by competent persons.*

(b) *A system of supervision and organization securing continuous advancement of classes and a recognition of the work pursued in the schools by one teacher after another.*

We should not have been content with the results here portrayed, if we had not all along kept up the pleasing fiction that schools are what they ought to be. For a period of six to ten years, children are detained in school, under a disjointed course and aimless teaching, and at the end of that time they are unable, in any just sense, to "read, write, and cipher." Is the result commensurate with the labor and time expended? Might not the time and labor differently expended have produced something decidedly better? Is not the immense disparity between the time and labor expended and the result obtained the best evidence that the means and methods have not been directed most wisely

to the avowed end? Shall not this State "of old and high renown," entertain an "increasing purpose" to extend to all her children — the light of our homes and the hope of the future — something more and better? Shall not the notion — false everywhere, fatal in education — that the past is the perfect expression of human competency, be cast out, and our systems of administration, and our ways of teaching, look, not forever backward, but always steadfastly forward?

CHARLES D. HINE.



STATISTICAL TABLES.

The following tables are compiled from the returns which the law requires School Visitors to make to the Board of Education.

By way of explanation it may be said:—

1. The Grand List of each town is taken from the Comptroller's report to the General Assembly, January, 1889.

2. The per cent. of taxable property appropriated for public schools is based upon the total amount received for school purposes diminished by the amounts received from school fund, etc., town deposit fund, and local funds.

3. The amount paid for each enumerated scholar is found by dividing the total amount expended, less amount paid for new buildings, by number enumerated.

4. As has been the custom for a number of years past, the number "registered in Winter" is found by combining the number returned for Fall *and* Winter terms, taking the highest number found in either.

5. The "average attendance in Winter" is found in the same manner.

6. The number between 8 and 14 in no school, indicates the number which escaped the operation of the compulsory law, in the year ending January 1, 1888.

7. The "per cent. who have attended some part of the year" compares the "different scholars" with the "enumeration." The large per cents., attained by some small towns, are explained by the attendance of scholars not enumerated.

8. *Regularity of attendance* and efficiency in this direction are indicated by the "per cent. of attendance on basis of registration."

9. The "per cent. of attendance on basis of enumeration" is found by dividing the average attendance for the year by the enumeration.

10. The number who "attended Normal School" is not complete.
11. By "schools" is intended the number of public schools in each town, and
12. By "departments" the number of departments in the public schools, counting each room of a graded school as one department.
13. The Public Libraries mentioned are not all free libraries.
14. The indebtedness incurred on account of schools is probably much larger than the amount reported. In towns where the districts have been consolidated and in some other towns it is made a part of the general indebtedness of the town, and is not separately reported to this office.
15. Interest upon school district indebtedness, and expenditures of money for rent of school buildings, are included in the sums used in computing the cost per scholar upon basis of enumeration and also upon basis of average attendance.

STATISTICAL TABLES.

HARTFORD COUNTY.

EXPENSES.

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TOWNS.	EXPENSES.										Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.	Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†
Hartford,	\$122,175 36	\$16,601 10	\$14,052 90	\$2,353 11	.....	\$39,098 53	\$184,291 00	\$1,000 00	\$614,500 00	3.46	1.44
Avon,	1,688 48	161 31	.....	.....	\$27 00	46 00	1,923 69	46 00	.....	2.25	2.19
Berlin,	3,742 63	465 11	50 78	15 00	189 83	180 74	4,044 09	76 75	.....	2.52	2.35
Bloomfield,	2,339 12	158 12	.....	.....	.....	38 00	2,535 24	38 00	100 00	2.14	2.14
Bristol,	14,078 00	1,220 30	1,657 36	434 25	.....	3,428 70	21,418 61	711 81	15,429 62	7.05	5.90
Burlington,	2,078 00	160 21	3 00	.....	.....	64 50	2,305 71	54 50	50 00	4.41	4.34
Canton,	6,153 91	626 94	57 64	20 00	.....	369 45	7,227 94	154 00	500 00	5.78	4.34
East Granby,	1,100 30	101 95	.....	.....	.....	38 00	1,240 25	38 00	.....	1.77	1.77
East Hartford,	6,483 35	1,088 89	796 57	35 75	876 84	327 95	9,069 05	140 00	835 00	4.30	3.14
East Windsor,	5,073 11	548 19	428 00	40 00	.....	845 60	7,534 90	118 00	7,330 54	7.35	3.53
Enfield,	11,494 20	3,443 87	310 16	58 44	.....	717 07	16,023 74	481 20	7,000 00	5.62	3.50
Farmington,	8,221 80	2,341 61	199 25	82 47	.....	129 15	10,974 28	48 00	6,375 00	4.72	3.68
Glastonbury,	4,801 02	539 84	569 72	49 25	.....	108 15	6,157 98	190 00	110 00	3.50	3.07
Granby,	2,937 04	145 11	120 00	.....	.....	53 00	2,355 15	53 00	200 00	3.63	3.63
Hartland,	1,173 00	98 00	.....	.....	.....	43 00	1,314 00	43 00	.....	3.97	3.97
Manchester,	10,457 88	2,421 60	2,042 70	210 48	.....	19 00	15,078 38	248 81	.....	3.98	3.07
Marlborough,	568 00	20 26	.....	.....	.....	6,196 40	607 26	19 00	.....	1.64	1.64
New Britain,	21,814 08	2,022 58	2,253 20	200 00	.....	48 60	1,802 02	30 00	8,000 00	3.28	3.11
Newington,	1,427 80	195 57	89 96	40 00	.....	185 90	4,185 34	53 32	.....	5.02	1.97
Plainville,	3,470 00	334 80	135 58	59 00	.....	39 55	1,328 51	36 00	.....	2.03	1.92
Rocky Hill,	1,066 11	133 22	49 63	40 00	.....	85 00	4,116 17	85 00	.....	2.52	2.52
Simsbury,	3,580 34	450 83	.....	.....	.....	125 00	15,135 65	125 00	4,600 00	6.93	4.68
Southington,	12,439 55	2,163 64	369 46	38 00	.....	125 00	8,095 43	119 41	367 00	4.99	2.27
South Windsor,	3,867 19	353 79	602 03	30 56	2,901 20	340 66	6,115 01	116 50	304 00	2.31	2.13
Stafford,	5,004 66	783 36	15 10	.....	10,188 31	311 89	16,427 28	150 00	13,000 71	2.11	2.09
West Hartford,	4,854 93	425 42	465 32	139 16	.....	354 14	7,200 65	50 00	166 89	1.47	1.43
Wethersfield,	2,957 50	417 97	5 04	.....	.....	59 41	3,439 92	50 00	7,975 00	4.44	3.53
Windsor,	5,909 20	713 83	308 62	.....	.....	269 00	7,200 65	100 00	30,000 00	5.80	5.80
Windsor Locks,	4,420 98	319 59	313 72	.....	.....	629 46	5,683 75	32 00	.....	3.75	2.25
29 Towns.	\$275,677 54	\$38,457 01	\$24,895 74	\$3,855 47	\$14,184 08	\$44,787 42	\$401,857 26	\$5,257 30	\$716,843 76	3.75	2.25
											\$24 61

* Of taxable property appropriated for Public Schools, in mills and roots.
† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

NEW HAVEN COUNTY.

TOWNS.	Grand List.	RECEIPTS.								Districts Taxing.
		School Fund, etc.	Town- Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	
New Haven City,.....	.....	\$40,095 00	\$1,473 89	.....	\$48,814 15	\$128,370 00	750 00	\$12,068 40	\$231,571 44	1
" Westville,.....	.....	823 50	30 27	.....	1,032 14	4,754 23	.....	30 00	6,600 14	1
" South,.....	.....	137 25	.....	.....	109 70	196 72	.....	.....	503 67	1
" complete,.....	\$50,038,999	41,055 75	1,504 16	.....	50,035 99	133,320 95	750 00	12,008 40	238,765 25	3
Beacon Falls,.....	275,385	186 75	85 61	.....	447 99	39 18	.....	.....	759 53	1
Bethany,.....	285,089	234 00	86 31	.....	925 19	.....	5 00	5 00	1,255 50	0
Branford,.....	1,562,122	1,705 50	159 48	\$36 00	5,730 50	.....	.....	97 20	7,728 68	0
Cheshire,.....	1,101,421	938 25	242 45	.....	2,621 23	184 59	.....	.....	4,486 52	1
Derby,.....	4,482,040	8,311 50	.....	.....	13,644 88	21,156 66	.....	1,515 78	44,028 82	5
East Haven,.....	554,021	290 25	50 43	.....	785 05	.....	.....	.....	1,125 73	0
Guilford,.....	1,399,330	1,201 50	279 73	.....	2,915 52	.....	15 85	1,163 98	5,576 58	0
Hamden,.....	1,675,430	1,624 50	.....	.....	3,807 18	.....	15 00	15 00	5,551 68	1
Madison,.....	741,926	609 75	239 77	.....	2,506 04	.....	38 00	75 00	3,468 56	0
Meriden,.....	10,144,956	11,889 00	251 17	.....	37,633 00	3,812 77	.....	1,585 04	55,770 98	2
Middlebury,.....	253,989	297 00	126 00	.....	727 61	112 96	.....	.....	1,263 57	1
Milford,.....	1,181,829	1,586 25	114 52	48 00	3,273 70	.....	.....	.....	5,022 47	0
Naugatuck,.....	1,730,682	2,495 25	21 90	.....	8,206 06	966 41	3 75	462 80	12,156 17	0
North Branford,.....	472,251	312 75	84 14	17 54	1,212 08	.....	.....	75	1,627 26	0
North Haven,.....	743,797	753 75	197 53	.....	1,719 12	.....	60 00	50 91	2,781 31	1
Orange,.....	2,471,941	2,007 00	7 43	.....	6,649 97	1,275 00	27 00	.....	9,966 40	0
Oxford,.....	362,277	569 25	243 54	22 94	1,044 52	.....	23 20	21 54	1,924 99	0
Prospect,.....	158,775	218 25	60 00	.....	471 25	.....	.....	.....	749 50	0
Seymour,.....	1,184,663	1,712 25	109 56	.....	5,700 00	.....	.....	.....	7,521 81	0
Southbury,.....	617,641	504 00	119 97	.....	1,491 83	211 16	3 47	.....	2,430 43	1
Wallingford,.....	2,512,804	2,848 50	372 61	.....	8,650 91	7,643 22	18 00	246 10	19,779 34	1
Waterbury,.....	.....	1,534 50	201 29	45 39	2,228 82	18 00	50 45	1,486 55	4,182 05	0
" Center,.....	.....	13,974 75	.....	.....	.....	70,095 15	.....	.....	85,550 45	1
" complete,.....	9,568,084	15,509 25	201 29	45 39	2,228 82	70,113 75	50 45	1,493 55	89,732 50	1
Wolcott,.....	217,064	297 00	109 38	466 69	286 43	.....	.....	.....	1,159 50	0
Woodbridge,.....	400,474	342 00	125 45	.....	1,425 66	.....	30 00	30 00	1,953 11	0
25 Towns.	\$94,196,990	\$97,499 25	\$4,882 43	\$636 56	\$164,430 53	\$238,836 65	\$1,039 72	\$18,861 05	\$526,186 19	18

NEW HAVEN COUNTY.

EXPENSES.

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TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.					
New Haven City,.....	\$182,452 78	\$17,253 87	\$7,509 58	\$1,492 65	\$39,099 33	\$30,687 34	\$278,495 55	\$3,000 00	\$146,000 00	....	\$13 43	\$23 90
" Westville,.....	4,323 70	224 44	85 20	42 70	.....	995 09	5,671 13	100 00	5,000 00	....	15 49	27 73
" South,.....	380 00	45 45	44 55	.....	.....	35 55	505 55	.....	.....	....	8 28	22 40
" complete,.....	187,156 48	17,523 76	7,639 33	1,535 35	39,099 33	31,717 98	284,672 23	3,100 00	151,000 00	3.92	13 40	23 97
Beacon Falls,.....	620 13	109 82	5 68	.....	.....	24 00	759 63	24 00	.....	1.76	9 15	16 16
Bethany,.....	1,117 14	88 05	.....	12 80	.....	37 51	1,255 50	37 51	6 00	3.28	12 07	16 16
Branford,.....	6,104 16	463 60	489 11	93 51	.....	578 50	7,728 88	75 00	.....	3.73	10 19	17 04
Cheshire,.....	3,578 45	323 47	184 59	.....	.....	100 00	4,186 51	100 00	.....	2.58	10 03	21 03
Derby,.....	29,379 17	5,670 61	1,968 31	331 49	.....	3,785 35	41,134 93	36 42	26,335 00	8.10	11 13	20 82
East Haven,.....	985 32	107 59	.....	.....	.....	33 00	1,125 91	33 00	.....	1.41	8 72	10 93
Guilford,.....	4,868 50	328 50	353 85	22 75	.....	122 00	5,935 60	83 00	650 00	2.92	10 55	22 23
Hamden,.....	4,778 28	562 40	.....	30 00	.....	181 00	5,935 68	181 00	.....	2.34	7 68	14 96
Madison,.....	2,845 35	399 21	13 00	150 00	.....	57 00	3,464 56	57 00	.....	3.53	12 78	19 79
Meriden,.....	49,628 62	4,244 47	424 56	117 06	.....	10,736 37	65,151 08	800 00	107,999 62	4.24	12 32	23 95
Middlebury,.....	1,024 60	96 01	112 96	.....	.....	30 00	1,203 57	30 00	.....	3.30	9 57	21 23
Milford,.....	3,956 16	675 30	256 01	.....	.....	135 00	5,022 47	.....	.....	2.77	7 12	14 39
Naugatuck,.....	8,991 00	1,872 99	559 37	.....	.....	1,889 78	13,313 14	357 03	5,472 78	5.56	12 00	21 35
North Branford,.....	1,462 57	130 19	4 00	.....	.....	30 50	1,627 26	30 50	.....	2.56	11 70	18 08
North Haven,.....	2,344 02	255 00	36 18	60 00	2,881 14	704 97	6,281 31	62 48	3,500 00	2.46	10 14	16 91
Orange,.....	6,814 83	1,854 74	48 22	28 50	1,472 97	339 33	10,558 59	116 00	3,400 00	3.21	10 18	17 62
Oxford,.....	1,721 77	133 47	.....	.....	.....	69 75	1,924 99	69 75	.....	3.00	7 60	14 69
Prospect,.....	669 00	64 50	.....	.....	.....	16 00	749 50	16 00	.....	2.96	7 72	15 77
Seymour,.....	5,138 89	316 78	577 56	24 00	.....	1,273 82	7,331 05	57 00	35,000 00	4.81	9 63	15 41
Southbury,.....	1,862 75	153 61	214 47	.....	.....	93 44	2,324 27	93 44	.....	2.76	10 37	20 12
Wallingford,.....	11,693 75	1,481 19	4,033 36	14 00	13,434 29	2,324 84	32,081 43	165 00	56,000 00	6.58	15 44	25 15
Waterbury,.....	3,826 25	730 81	82 06	56 00	.....	374 46	5,069 58	260 00	2,482 99	.....	7 40	15 45
" Center,.....	50,259 74	192 50	1,567 19	460 00	2,600 00	16,287 77	71,367 20	2,000 00	100,000 00	.....	11 07	20 94
" complete,.....	54,085 99	923 31	1,649 25	516 00	2,600 00	16,662 23	76,436 78	2,260 00	102,482 99	7.72	10 71	20 44
Wolcott,.....	1,080 00	54 50	11 70	.....	.....	25 00	1,171 20	25 00	.....	1.31	8 87	14 64
Woodbridge,.....	1,754 46	112 65	.....	60 00	.....	36 00	1,963 11	36 00	.....	3.70	12 91	21 22
25 Towns.	\$393,601 39	\$37,945 72	\$18,581 51	\$2,995 46	\$59,487 73	\$71,003 37	\$583,615 18	\$7,845 03	\$491,846 39	4.49	\$12 09	\$22 08

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

NEW LONDON COUNTY.

EXPENSES.

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TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.						
New London,.....	\$19,390 00	\$3,020 54	\$5,579 11	\$220 00	.....	\$2,628 97	\$30,838 62	\$600 00	.....	3.29	3.23	\$12 64	\$19 01
Norwich Town,.....	2,495 00	415 00	37 00	.....	.....	230 00	3,177 00	.....	\$435 00	.....	.....	11 66	19 67
“ Central,.....	19,860 01	2,851 48	1,034 32	182 75	.....	2,992 00	26,920 56	2,250 00	30,000 00	.....	.....	17 89	34 05
“ West Chelsea,.....	6,049 00	1,752 48	128 88	.....	.....	1,015 43	8,945 79	100 00	15,500 00	.....	.....	9 27	17 55
“ other Districts,.....	15,329 24	1,582 45	638 80	198 80	.....	3,736 44	21,485 73	300 00	15,000 00	.....	.....	8 10	18 03
“ complete,.....	43,733 25	6,601 41	1,839 00	381 55	.....	7,973 87	60,529 08	2,650 00	60,935 00	4.20	0.95	11 24	22 81
Bozrah,.....	1,563 84	152 67	.....	.....	.....	65 00	1,781 51	65 00	.....	2.57	2.57	7 08	12 67
Colchester,.....	5,116 85	516 26	28 90	79 40	.....	174 24	5,915 65	68 00	.....	3.51	3.47	11 09	16 80
East Lyme,.....	2,633 81	221 49	564 22	.....	.....	92 00	3,511 52	92 00	2,535 17	3.46	2.99	8 40	14 39
Franklin,.....	1,190 37	79 41	.....	.....	.....	79 00	1,348 78	79 00	.....	2.91	2.91	11 62	18 99
Griswold,.....	4,513 71	774 36	.....	45 00	.....	150 00	5,489 07	156 00	.....	3.08	3.08	8 78	16 78
Groton,.....	7,745 66	732 52	119 29	40 73	\$1,843 19	491 90	10,972 69	137 40	1,922 19	4.76	3.03	8 43	14 49
Lebanon,.....	2,859 81	296 14	.....	.....	.....	127 77	3,283 76	92 00	.....	2.11	1.97	9 07	15 27
Ledyard,.....	1,909 17	117 33	.....	.....	.....	62 00	2,088 50	62 00	.....	2.36	2.19	7 79	13 36
Lisbon,.....	798 29	68 84	.....	.....	.....	.....	867 13	.....	.....	2.21	2.21	9 12	14 60
Lyme,.....	1,210 34	78 12	.....	.....	.....	32 00	1,320 46	32 00	.....	2.02	1.88	6 66	11 23
Montville,.....	3,978 19	365 24	1,450 00	37 56	500 00	87 00	6,417 99	62 00	.....	4.78	2.59	10 36	19 59
North Stonington,.....	2,880 75	222 37	11 40	14 00	.....	139 00	3,237 52	139 00	.....	2.78	2.68	8 40	13 21
Old Lyme,.....	1,580 00	120 00	.....	.....	.....	36 00	1,736 00	36 00	.....	2.01	2.01	6 65	13 25
Preston,.....	4,122 47	421 79	556 35	10 00	.....	151 21	5,261 82	101 75	850 00	3.94	3.00	7 92	12 55
Salem,.....	601 12	36 77	17 00	.....	.....	28 00	772 89	28 00	.....	2.12	2.03	7 96	12 98
Sprague,.....	2,718 26	367 65	68 30	35 00	.....	120 00	3,309 21	120 00	.....	1.64	1.56	6 29	14 45
Stonington,.....	9,703 36	865 38	1,322 38	228 80	.....	1,864 91	13,984 83	400 00	12,667 41	2.63	1.84	9 34	16 39
Voluntown,.....	1,833 42	143 66	45 00	.....	.....	49 08	2,071 22	48 00	.....	5.39	5.22	7 29	17 93
Waterford,.....	3,190 85	379 60	512 72	14 00	.....	125 00	4,222 17	125 00	777 50	1.76	1.55	6 62	12 81
21 Towns.	\$123,332 96	\$15,581 55	\$12,113 73	\$1,106 04	\$2,343 19	\$14,482 95	\$168,960 42	\$5,093 15	\$79,687 27	3.46	2.07	\$9 98	\$17 96

* Of taxable property appropriated for Public Schools, in mills and roots.
† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

FAIRFIELD COUNTY.

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.	
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.		Total.
Bridgeport,	\$15,600.051	\$21,618 00	\$431 48	\$112 00	\$63,606 59	.....	.....	\$1,449 88	\$87,307 95	0
Danbury,	6,755.866	8,804 25	.....	24 00	20,376 85	.....	\$1,241 85	1,044 51	31,491 46	1
Bethel,	973.825	1,541 25	132 32	10 45	12,123 36	.....	.....	30 00	13,837 38	2
Brookfield,	576.942	155 00	193 37	28 18	1,310 35	.....	.....	\$35 00	2,451 90	0
Darien,	1,666.676	803 25	195 69	.....	2,876 02	.....	.....	.....	3,874 96	0
Easton,	418.989	342 00	139 38	75 68	1,571 18	.....	.....	22 35	2,150 59	0
Fairfield,	2,232.078	1,714 50	422 20	232 82	8,392 63	.....	.....	.....	10,762 15	0
Greenwich,	4,270.807	4,239 00	345 46	.....	8,904 68	.....	1,537 02	246 17	15,281 33	2
Huntington,	1,384.315	1,966 50	176 06	63 75	4,930 10	.....	2,901 69	125 10	10,168 20	1
Monroe,	494.219	429 75	268 30	.....	1,012 24	.....	.....	.....	1,700 29	1
New Canaan,	1,235.657	1,197 00	38 00	15 71	3,376 59	.....	.....	478 74	5,426 04	0
New Fairfield,	388.145	299 25	185 30	.....	1,075 05	.....	.....	.....	1,566 60	0
Newtown,	1,624.020	1,809 00	497 51	.....	5,233 49	.....	.....	.....	7,550 00	0
Norwalk,	5,668.978	7,663 50	472 62	143 00	22,056 72	.....	5,515 50	.....	36,011 14	3
Redding,	721.463	497 25	217 51	18 96	1,360 43	.....	.....	.....	2,094 15	0
Ridgefield,	1,153.676	920 25	230 00	89 00	3,051 54	.....	740 72	.....	5,258 51	2
Sherman,	357.063	326 25	144 00	.....	758 62	.....	.....	.....	1,256 26	0
Stamford,	8,132.493	7,807 50	757 78	104 04	21,006 86	.....	.....	.....	29,816 76	0
Stratford,	1,625.718	2,839 50	243 56	112 00	8,405 08	.....	2,430 87	140 58	14,173 01	3
Trumbull,	623.817	576 00	189 39	30 00	1,492 22	.....	258 60	122 00	2,540 21	1
Weston,	387.968	342 00	.....	64 47	502 99	.....	.....	.....	909 46	0
Westport,	2,127.444	1,741 50	224 36	.....	3,812 67	.....	.....	.....	5,778 53	1
Wilton,	690.540	778 50	.....	.....	1,814 93	.....	.....	5 00	2,635 11	0
23 Towns.	\$59,010.690	\$68,841 00	\$5,814 29	\$1,124 06	\$199,201 19	\$14,626 25	\$254 57	\$3,946 63	\$293,807 99	17

EXPENSES.

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FAIRFIELD COUNTY.

TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.						
Bridgeport,	\$68,218 73	\$8,639 98	\$5,360 13	\$398 46	\$637 49	\$4,053 16	\$87,307 95	\$2,500 00	.....	4.17	4.08	\$9 02	\$16 67
Danbury,	23,321 00	4,248 43	2,076 98	42 50	.....	5,313 71	35,002 62	496 00	\$51,204 00	3.35	3.01	8 94	18 22
Bethel,	4,625 00	612 20	311 38	.....	7,888 82	157 02	13,594 42	120 00	5,115 45	1.24	1.24	8 32	13 66
Brookfield,	1,896 10	180 80	25 00	10 00	.....	80 00	2,151 90	40 00	.....	2.33	2.27	8 27	17 49
Darien,	3,442 26	302 69	350 00	.....	.....	.....	4,234 95	80 00	3,500 00	1.72	1.72	11 86	27 06
Easton,	1,914 44	135 66	34 75	.....	.....	58 14	2,142 99	58 14	.....	3.80	3.74	14 09	27 83
Fairfield,	8,080 20	2,017 90	56 60	.....	.....	607 45	10,762 15	450 48	3,475 00	3.75	3.75	8 12	32 07
Greenwich,	12,435 50	1,319 37	169 05	29 00	.....	1,378 41	15,331 33	651 02	28,000 00	2.50	2.08	8 13	22 04
Huntington,	7,933 38	910 33	1,213 92	103 50	.....	2,954 75	11,915 88	151 10	.....	5.75	3.56	13 63	28 60
Monroe,	1,551 07	109 22	.....	.....	.....	40 00	1,700 29	40 00	812 00	2.04	2.04	8 90	17 71
New Canaan,	4,298 68	623 62	341 04	20 60	.....	106 00	5,389 94	75 00	.....	3.12	2.73	10 13	18 65
New Fairfield,	1,456 20	76 40	.....	.....	.....	39 00	1,571 60	39 00	.....	2.78	2.76	11 81	21 52
Newtown,	6,796 14	503 86	10 00	.....	.....	250 00	7,560 00	250 00	.....	3.22	3.22	9 40	19 16
Norwalk,	27,101 48	3,478 41	1,479 07	363 89	.....	6,203 17	38,626 02	325 00	58,765 50	1.88	1.88	11 34	22 30
Redding,	1,880 77	134 81	.....	.....	.....	78 57	2,094 15	78 57	.....	1.88	1.88	9 47	20 23
Ridgefield,	3,934 77	427 07	140 00	73 50	.....	810 72	5,386 06	70 00	1,171 85	3.48	2.64	13 16	23 62
Sherman,	1,146 37	78 39	.....	.....	.....	33 00	1,257 76	33 00	.....	2.20	2.12	8 67	18 22
Stamford,	24,741 40	4,025 08	6,823 69	.....	15,000 00	1,800 00	52,390 17	750 00	.....	6.75	5.17	10 77	25 90
Stratford,	10,088 78	1,693 40	1,566 38	130 11	.....	2,537 57	16,016 24	150 00	40,500 00	2.86	2.39	12 69	20 96
Trumbull,	2,043 28	163 33	258 60	11 00	.....	69 00	2,545 21	37 00	32 00	1.45	1.45	9 94	20 60
Weston,	887 42	59 04	.....	.....	.....	23 00	969 46	23 00	.....	1.79	1.79	6 37	14 36
Westport,	4,921 03	439 71	.....	10 00	.....	137 78	5,508 52	125 00	350 00	1.79	1.79	7 11	21 06
Wilton,	2,389 12	194 04	.....	.....	.....	51 95	2,635 11	51 95	.....	2.68	2.62	7 61	18 49
23 Towns.	\$224,203 12	\$30,433 74	\$20,216 59	\$1,192 56	\$23,526 31	\$26,522 40	\$326,094 72	\$6,600 26	\$192,975 80	3.69	3.37	\$9 88	\$20 00

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

EXPENSES.

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WINDHAM COUNTY.

TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries, and Apparatus.	New Buildings.	Other Objects.	Total.						
Brooklyn,.....	\$4,572 91	\$665 25	\$124 50	\$32 00	.....	\$200 23	\$5,594 89	\$80 00	\$3,560 00	3.44	2.55	\$9 17	\$19 56
Ashford,.....	1,282 46	90 66	20 00	.....	.....	60 00	1,453 12	60 00	.....	3.29	3.29	10 09	14 24
Canterbury,.....	1,540 73	107 65	13 00	.....	.....	48 20	1,715 58	48 20	.....	2.29	2.29	8 57	14 78
Chaplin,.....	852 99	49 50	.....	.....	.....	22 00	924 49	22 00	.....	2.65	2.65	8 10	13 79
Eastford,.....	778 43	39 79	.....	.....	.....	35 00	853 22	35 00	.....	1.78	1.78	6 36	9 53
Hampton,.....	1,141 18	98 53	53 63	50 00	.....	.....	1,373 34	30 00	80 00	2.20	2.08	9 21	15 09
Killingly,.....	12,732 77	1,384 93	339 54	236 87	.....	235 71	14,929 82	230 00	15,000 00	5.98	4.76	9 12	17 98
Plainfield,.....	6,559 35	616 95	.....	35 00	.....	153 00	7,364 30	153 00	3,454 34	2.73	2.71	7 36	14 21
Pomfret,.....	1,523 11	123 26	111 50	10 00	.....	65 00	1,832 87	65 00	70 00	0.97	0.97	6 49	11 60
Putnam,.....	6,766 50	769 80	73 57	90 01	.....	142 00	7,841 88	142 00	8,632 00	2.27	2.23	5 03	17 29
Scotland,.....	689 10	59 25	.....	35 50	.....	21 00	804 85	21 00	.....	1.84	1.84	8 65	13 99
Sterling,.....	1,464 88	89 55	.....	.....	.....	50 00	1,604 43	50 00	.....	4.28	4.24	7 16	12 01
Thompson,.....	5,632 95	511 96	223 21	.....	\$7,600 00	184 23	14,152 05	184 23	2 00	6.29	1.71	4 60	15 78
Windham,.....	15,576 33	1,656 29	3,671 54	341 51	.....	1,800 47	23,046 14	192 00	5,102 00	5.29	3.29	11 74	29 62
Woodstock,.....	3,230 94	271 86	55 00	.....	.....	140 00	3,697 80	140 00	.....	2.34	2.28	7 71	12 70
15 Towns.	\$64,350 33	\$6,535 23	\$4,685 49	\$830 89	\$7,600 00	\$3,186 84	\$87,188 78	\$1,452 43	\$35,955 34	4.01	2.82	\$7 95	\$18 14

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

EXPENSES.

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LITCHFIELD COUNTY.

TOWNS.	EXPENSES.							Cost of Superintendence.	District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.						
Litchfield,	\$6,065 00	\$972 76	\$664 42	\$237 36	\$11,236 69	\$394 39	\$19,570 62	\$308 00	.....	8.57	8.49	\$21 65	\$21 87
Barkhamsted,	1,636 80	112 08	78 39	.....	.....	80 00	1,906 97	80 00	\$158 95	2.51	2.43	7 75	14 23
Bethlehem,	976 18	70 97	.....	.....	.....	50 00	1,097 15	50 00	.....	1.73	1.73	10 35	18 91
Bridgewater,	1,215 90	88 36	.....	.....	.....	40 00	1,344 26	40 00	.....	2.21	2.21	10 10	18 54
Canaan,	1,640 60	165 53	158 40	23 25	.....	55 75	2,043 53	53 00	.....	2.99	2.63	10 11	20 53
Colebrook,	1,752 46	136 59	.....	.....	.....	.....	1,889 05	.....	.....	3.52	3.52	6 67	12 63
Cornwall,	2,530 19	170 56	10 00	.....	.....	131 85	2,842 60	131 85	.....	2.72	2.68	8 36	14 54
Goshen,	1,812 97	122 01	.....	.....	.....	85 50	2,020 48	85 50	.....	2.15	2.15	9 26	18 53
Harwinton,	1,690 88	102 85	.....	.....	.....	48 00	1,841 73	48 00	.....	2.42	2.42	7 80	15 09
Kent,	2,592 77	209 30	43 50	.....	.....	104 00	2,949 57	75 00	.....	4.01	3.75	8 75	17 24
Morris,	802 05	47 80	145 44	.....	.....	36 00	1,031 29	36 00	.....	1.85	1.44	9 91	16 11
New Hartford,	4,759 47	719 67	135 40	31 65	.....	312 69	5,958 88	121 16	.....	4.53	3.33	7 61	16 28
New Milford,	6,490 55	684 49	54 74	52 73	.....	137 00	7,419 51	137 00	.....	2.51	2.39	9 22	18 95
Norfolk,	2,572 75	281 41	89 51	16 00	.....	82 90	3,042 57	63 00	550 00	2.18	2.01	8 13	16 49
North Canaan,	2,535 25	277 00	.....	.....	.....	50 00	2,862 25	50 00	.....	2.93	2.76	8 59	15 72
Plymouth,	5,175 28	469 66	637 70	25 00	.....	356 25	6,063 89	120 00	.....	5.34	4.72	13 57	20 53
Roxbury,	1,373 31	117 09	414 07	.....	.....	45 90	1,950 37	45 90	.....	3.48	2.51	10 21	16 81
Salisbury,	5,830 93	631 61	260 62	.....	.....	252 84	6,976 00	252 84	.....	2.73	2.59	8 28	19 87
Sharon,	3,968 30	353 70	18 25	.....	.....	125 32	4,465 57	125 32	.....	2.34	2.33	9 62	18 22
Thomaston,	5,756 00	998 38	188 47	.....	.....	608 00	6,942 85	140 00	.....	3.77	3.77	9 38	13 72
Torrington,	9,367 33	2,064 06	919 61	205 00	4,200 00	268 00	17,424 00	139 00	.....	8.46	8.30	11 49	19 49
Warren,	870 88	81 04	.....	.....	.....	26 00	977 92	26 00	.....	2.46	2.46	8 32	18 80
Washington,	2,430 08	167 29	.....	.....	.....	11 50	2,608 87	11 50	.....	1.72	1.72	8 81	17 80
Watertown,	3,331 66	507 33	247 99	.....	.....	140 33	4,227 31	67 60	1,675 00	1.93	1.93	10 36	19 52
Winchester,	10,382 53	1,537 53	115 42	102 50	.....	1,309 87	13,447 85	190 25	18,280 26	3.23	3.16	11 73	25 81
Woodbury,	3,006 37	217 06	.....	.....	.....	150 00	3,373 43	150 00	.....	2.05	2.04	8 12	17 84
26 Towns.	\$90,566 19	\$11,306 13	\$4,181 93	\$753 49	\$15,436 69	\$4,634 09	\$126,878 52	\$2,546 92	\$20,664 21	3.69	3.53	\$9 71	\$18 49

* Of taxable property appropriated for Public Schools, in mills and roads.

† Of taxable property appropriated for Public Schools by town tax, in mills and roads.

MIDDLESEX COUNTY.

TOWNS.	Grand List.	RECEIPTS.								Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.*	Total.	
Middletown,.....	.....	\$2,353 50	\$336 10	\$42 39	\$4,556 70	.....	\$15 00	\$42 39	\$7,346 08	0
" City,.....	.....	3,202 50	448 35	79 38	5,500 00	\$9,100 00	.....	1,195 75	19,585 98	1
" Industrial School,	.....	308 25	.....	.....	.....	.....	.....	.....	308 25	0
" complete,.....	\$8,250,642	5,924 25	784 45	121 77	10,056 70	9,100 00	15 00	1,238 14	27,240 31	1
Haddam,.....	661,009	976 50	422 66	.....	2,154 57	.....	73 85	34 88	3,662 46	0
Chatham,.....	652,437	1,037 25	244 22	.....	2,202 99	240 00	27 18	197 23	4,008 87	1
Chester,.....	465,204	580 50	133 00	.....	1,170 58	.....	28 32	36 96	1,949 36	0
Clinton,.....	640,168	558 00	190 07	35 98	150 90	.....	.....	.....	934 95	0
Cromwell,.....	786,382	927 00	157 11	25 23	1,859 22	250 00	5 00	.....	3,223 50	1
Durham,.....	477,267	281 25	171 90	103 25	836 60	167 72	02	.....	1,560 74	0
East Haddam,.....	1,265,064	1,165 50	278 08	.....	3,107 46	578 94	.....	207 00	5,336 98	3
Essex,.....	936,885	794 25	186 00	7 95	2,698 32	.....	.....	.....	3,686 52	0
Killingworth,.....	224,025	249 75	151 72	10 00	899 88	.....	.....	.....	1,311 35	0
Middlefield,.....	538,202	468 00	90 49	36 00	1,056 73	.....	60 00	20 00	1,731 22	0
Old Saybrook,.....	1,075,282	661 50	108 00	18 00	712 65	.....	.....	.....	1,500 15	0
Portland,.....	1,836,971	2,153 25	235 00	643 42	6,715 46	5,879 46	45 00	33 60	15,705 19	1
Saybrook,.....	662,123	562 50	120 80	14 78	2,163 22	.....	.....	487 01	3,348 31	0
Westbrook,.....	493,221	299 25	166 94	.....	403 81	.....	.....	.....	870 00	0
15 Towns.	\$18,985,382	\$16,638 75	\$3,440 44	\$1,016 38	\$36,249 09	\$16,216 12	\$254 37	\$2,254 82	\$76,069 97	7

MIDDLESEX COUNTY.

TOWNS.	EXPENSES.							District Indebted- ness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumer- ated.	Paid for each child in average attend- ance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Appa- ratus.	New Buildings.	Other Objects.	Total.					
Middletown,	\$6,104 25	\$679 20	\$127 41	\$33 90	.....	\$356 85	\$7,301 61	\$227 50	.....	.....	\$6 98	\$14 13
" City,	13,084 80	206 76	1,220 87	120 00	.....	5,504 14	20,136 57	100 00	.....	.....	13 88	28 56
" Indust'l School,	308 25	.....	.....	.....	.....	.....	308 25	.....	.....	.....	.....	.....
" complete,	19,497 30	885 96	1,348 28	153 90	.....	5,860 99	27,746 43	327 50	2.47	1.21	10 53	19 56
Haddam,	3,237 52	239 67	47 90	45 25	.....	100 00	3,670 34	100 00	3.42	3.25	8 45	14 25
Chatham,	3,306 49	405 91	242 00	10 00	.....	45 84	4,010 24	.....	4.18	3.46	8 69	13 59
Chester,	1,659 00	212 40	32 81	.....	.....	45 15	1,949 36	37 00	2.65	2.51	7 55	13 30
Clinton,	877 58	57 45	.....	.....	.....	.....	935 03	.....	0.23	0.23	3 77	38 95
Cromwell,	2,486 50	304 27	308 50	41 50	.....	82 79	3,223 56	52 79	2.68	2.36	7 82	13 83
Durham,	1,281 95	135 95	163 39	.....	.....	33 00	1,614 29	33 00	2.10	1.75	12 91	21 66
East Haddam,	4,107 69	401 90	92 07	20 00	.....	284 59	4,966 25	183 59	3.07	2.45	9 58	17 27
Essex,	3,044 00	503 69	51 77	.....	.....	87 06	3,686 52	67 54	2.87	2.87	10 44	17 89
Killingworth,	1,197 60	73 75	.....	.....	.....	40 00	1,311 35	40 00	4.01	4.01	11 81	16 59
Middlefield,	1,432 80	168 42	60 00	40 00	.....	30 00	1,731 22	30 00	2.11	1.96	8 32	14 48
Old Saybrook,	1,298 00	123 69	28 46	.....	.....	50 00	1,500 15	50 00	0.66	0.66	5 10	13 10
Portland,	8,094 00	1,229 88	139 97	75 00	.....	279 60	9,818 45	196 00	6.82	3.61	10 25	23 43
Saybrook,	2,430 00	181 36	.....	.....	.....	736 95	3,348 31	68 00	4.00	3.26	13 39	18 09
Westbrook,	786 87	63 13	.....	.....	.....	20 00	870 00	20 00	0.81	0.81	6 54	10 48
15 Towns.	\$54,797 30	\$4,987 43	\$2,515 15	\$385 65	.....	\$7,695 97	\$70,381 50	\$1,205 42	2.89	1.90	\$9 51	\$17 85

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

RECEIPTS.

TOLLAND COUNTY.

TOWNS.	Grand List.	RECEIPTS.							Districts Taxing.	
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.		Total.
Tolland,.....	\$335,849	\$517 50	\$264 66	\$33 23	\$1,071 79	\$60 55	.....	.....	\$1,947 73	....
Andover,.....	299,190	137 25	99 80	.....	282 95	.....	.....	.....	520 00	....
Bolton,.....	178,931	315 00	57 32	43 20	463 98	.....	.....	.....	\$38 68	....
Columbia,.....	262,395	369 00	146 25	19 67	856 26	.....	.....	.....	1,401 18	....
Coventry,.....	637,679	810 00	229 70	32 64	2,197 02	.....	.....	.....	122 68	....
Ellington,.....	734,401	913 50	224 21	130 62	1,695 54	.....	.....	.....	3,395 04	....
Hebron,.....	459,659	537 75	19 00	154 13	1,149 12	.....	.....	.....	2,971 87	....
Mansfield,.....	566,971	830 25	393 00	28 00	1,937 99	50 00	.....	.....	2,072 86	....
Somers,.....	601,958	652 50	189 71	.....	2,428 50	.....	.....	.....	52 00	2
Stafford,.....	1,135,238	2,427 75	17 70	.....	3,747 01	2,987 77	.....	.....	3,300 71	1
Union,.....	140,526	263 25	109 92	.....	646 58	.....	.....	.....	10 00	2
Vernon,.....	2,807,944	4,167 00	50 00	.....	10,141 58	492 25	.....	.....	1,019 75	....
Willington,.....	232,281	497 25	130 40	.....	735 29	.....	.....	.....	1,129 50	2
								.....	I 55	....
13 Towns.	\$8,299,022	\$12,438 00	\$1,841 67	\$441 49	\$27,353 61	\$3,590 57	\$147 91	\$1,567 27	\$47,380 52	7

EXPENSES.

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TOLLAND COUNTY.

TOWNS.	EXPENSES.								District Indebtedness.	Per cent. etc.*	Per cent. etc.†	Paid for each child enumerated.	Paid for each child in average attendance.
	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.	Cost of Superintendence.					
Tolland,.....	\$1,740 05	\$180 68	.....	.....	.....	\$27 00	\$1,947 73	\$27 00	.....	3.37	3.19	\$8 42	\$15 33
Andover,.....	404 05	35 95	.....	.....	.....	20 00	520 00	20 00	.....	1.35	1.35	8 52	14 85
Bolton,.....	816 45	70 72	.....	.....	.....	31 01	918 18	30 00	.....	2.89	2.59	6 55	12 08
Columbia,.....	1,265 39	65 89	.....	.....	.....	60 00	1,401 28	60 00	.....	3.30	3.26	8 58	12 62
Coventry,.....	2,871 25	269 11	\$10 00	.....	.....	147 82	3,378 54	132 00	.....	3.64	3.41	9 38	14 01
Ellington,.....	2,672 78	242 09	59 86	\$30 50	.....	57 00	2,971 87	57 00	.....	2.31	2.30	7 31	17 37
Hebron,.....	1,710 93	154 13	151 38	.....	.....	60 00	2,076 44	60 00	.....	2.96	2.49	8 68	17 82
Mansfield,.....	2,745 33	218 79	62 47	.....	.....	95 88	3,122 47	79 00	.....	3.64	3.41	8 46	12 92
Somers,.....	2,901 50	297 21	.....	10 00	\$2,000 00	102 00	5,310 71	102 00	.....	4.08	4.03	11 41	17 70
Stafford,.....	6,050 77	1,079 60	31 35	50 02	.....	1,436 38	8,648 12	344 00	\$25,000 00	5.99	3.32	8 01	17 86
Union,.....	929 85	51 15	.....	.....	.....	45 00	1,026 00	45 00	.....	4.41	4.41	8 76	14 55
Vernon,.....	12,166 10	1,368 64	561 72	123 64	20 70	1,972 77	16,153 57	230 00	.....	4.21	3.61	8 71	17 99
Willington,.....	1,197 74	101 96	1 55	.....	.....	70 50	1,371 75	69 50	100 00	3.20	3.16	6 20	12 58
13 Towns.	\$37,532 19	\$4,075 92	\$878 33	\$214 16	\$2,020 70	\$4,125 36	\$48,846 66	\$1,255 50	\$25,100 00	3.81	3.02	\$8 47	\$16 33

* Of taxable property appropriated for Public Schools, in mills and roots.

† Of taxable property appropriated for Public Schools by town tax, in mills and roots.

SUMMARY BY COUNTIES.

COUNTIES.	Grand List.	RECEIPTS.								Districts Taxing.
		School Fund, etc.	Town Deposit.	Local Funds.	Town Tax.	District Tax.	Voluntary Contrib.	Other Sources.	Total.	
Hartford,.....	\$87,470,594	\$67,297 50	\$6,360 04	\$3,239 72	\$197,657 65	\$107,841 77	\$1,564 58	\$21,738 68	\$405,700 84	23
New Haven,.....	94,196,990	97,499 25	4,882 43	636 56	104,430 53	238,836 65	1,039 72	18,861 05	526,186 19	18
New London,....	39,057,701	37,554 75	6,031 02	719 39	81,182 83	50,865 53	353 86	2,850 22	179,498 20	19
Fairfield,.....	59,010,690	68,841 00	5,814 29	1,124 06	199,201 19	14,626 25	254 57	3,946 63	293,807 99	17
Windham,.....	16,962,346	22,518 00	3,448 04	194 69	47,866 65	18,797 52	224 70	1,212 13	94,261 73	12
Litchfield,.....	25,743,048	25,809 75	5,225 24	596 21	90,959 59	4,769 28	299 18	1,143 35	126,802 60	16
Middlesex,.....	18,985,382	16,638 75	3,440 44	1,016 38	36,249 09	16,216 12	254 37	2,254 82	76,069 97	7
Tolland,.....	8,299,022	12,438 00	1,841 67	441 49	27,353 61	3,590 57	147 91	1,567 27	47,386 52	7
The State.	\$349,725,773	\$348,597 00	\$37,044 67	\$7,968 50	\$844,901 14	\$453,483 69	\$4,138 89	\$53,574 15	\$1,749,708 04	119

SUMMARY BY COUNTIES.

COUNTIES.	Teachers' Wages.	Fuel, etc.	Repairs.	Libraries and Apparatus.	New Buildings.	Other Objects.	Total.	Cost of Superintendence.	District Indebtedness.	Per cent.*	Per cent.†	Paid for each child enumerated.	Paid for each child in average.
Hartford,.....	\$275,677 54	\$38,457 01	\$24,895 74	\$3,855 47	\$14,184 08	\$44,787 42	\$401,857 26	\$5,257 30	\$716,843 76	3.75	2.25	\$12 96	\$24 61
New Haven,.....	393,601 39	37,945 72	18,581 51	2,995 46	59,487 73	71,003 37	583,615 18	7,845 03	491,846 39	4.49	1.74	12 09	22 08
New London,.....	123,332 96	15,581 55	12,113 73	1,106 04	2,343 19	14,482 95	168,960 42	5,003 15	79,687 27	3.46	2.07	9 98	17 96
Fairfield,.....	224,203 12	30,433 74	20,216 59	1,192 56	23,526 31	26,522 40	326,094 72	6,600 26	192,975 80	3.50	3.37	9 88	20 00
Windham,.....	64,350 33	6,535 23	4,685 49	830 89	7,600 00	3,186 84	87,188 78	1,452 43	35,955 34	4.01	2.82	7 95	18 14
Litchfield,.....	90,566 19	11,360 13	4,181 93	753 49	15,436 69	4,634 09	126,878 52	2,154 92	20,664 21	3.69	3.53	9 71	18 49
Middlesex,.....	54,797 30	4,987 43	2,515 15	385 65	....	7,695 97	70,381 50	1,205 42	73,170 62	2.89	1.90	9 51	17 85
Tolland,.....	37,532 19	4,075 92	878 33	214 16	2,020 70	4,125 36	48,846 66	1,255 50	25,100 00	3.81	3.02	8 47	16 33
The State.	\$1,264,061 02	\$149,332 73	\$88,068 47	\$11,333 72	\$124,598 70	\$176,438 40	\$1,813,823 04	\$31,256 01	\$1,636,243 39	3.87	2.41	\$10 90	\$20 82

* Of taxable property appropriated for Public Schools, in mills and roads.

† Of taxable property appropriated for Public Schools by town tax, in mills and roads.

HARTFORD COUNTY.

SCHOLARS.

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TOWNS.	Population. 1880.	Enumerated January, 1888.	Registered.				In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
Hartford,.....	42,551	9,605	7,425	6,359	5,841	344	2,460	1,364	5,193	4,987	77.3	52.9	82.0
Avon,.....	1,057	234	210	176	161	32	32	7	136	117	89.7	54.0	75.0
Berlin,.....	2,385	582	473	365	334	7	50	66	282	239	81.2	44.7	74.5
Bloomfield,.....	1,346	250	235	202	184	1	8	9	139	134	94.0	54.6	70.7
Bristol,.....	5,347	1,312	1,277	1,074	1,007	56	5	192	850	847	98.0	64.6	81.5
Burlington,.....	1,224	252	237	194	197	2	3	14	146	136	94.0	55.9	72.1
Canton,.....	2,301	518	529	484	473	17	....	33	397	373	102.1	74.3	80.4
East Granby,.....	754	139	135	110	75	2	....	3	86	53	97.1	50.0	75.1
East Hartford,.....	3,500	886	902	740	663	13	61	51	564	502	101.9	60.1	75.9
East Windsor,.....	3,010	764	722	643	564	13	2	53	442	383	94.6	53.9	68.3
Enfield,.....	6,755	1,761	1,161	984	945	23	335	336	813	758	65.9	44.6	81.4
Farmington,.....	3,017	809	723	641	602	21	21	97	515	466	89.3	60.6	78.9
Glastonbury,.....	3,580	746	687	577	490	3	7	58	443	375	92.0	54.8	76.6
Granby,.....	1,340	255	261	221	174	..	1	16	172	141	102.3	61.3	79.2
Hartland,.....	643	137	137	129	97	5	....	7	89	62	100.0	55.1	66.8
Manchester,.....	6,462	1,873	1,577	1,326	1,282	32	34	514	984	961	84.1	51.9	74.5
Marlborough,.....	391	68	66	49	45	2	....	3	35	32	97.0	49.2	71.2
New Britain,.....	13,979	4,032	2,115	1,859	1,808	102	1,465	554	1,527	1,561	52.3	38.2	84.9
Newington,.....	934	253	195	175	150	2	....	20	124	111	77.0	46.5	72.3
Plainville,.....	1,930	414	442	344	318	12	....	70	261	264	106.7	63.4	79.3
Rocky Hill,.....	1,108	218	194	162	155	6	12	20	111	90	88.9	46.1	63.4
Simsbury,.....	1,830	399	387	332	297	3	14	21	253	236	96.9	61.2	77.7
Southbury,.....	5,411	1,326	1,221	1,059	1,021	29	9	170	880	788	92.0	62.8	80.1
South Windsor,.....	1,902	436	403	375	321	1	12	8	277	227	92.4	57.8	72.4
Suffield,.....	3,225	665	584	477	445	7	22	9	362	344	87.8	53.0	76.5
West Hartford,.....	1,828	385	365	280	280	10	4	83	239	219	94.8	59.4	80.4
Wethersfield,.....	2,173	308	358	272	246	11	30	24	204	181	116.2	62.5	74.3
Windsor,.....	3,058	594	554	479	404	17	25	49	357	286	93.2	53.1	73.0
Windsor Locks,.....	2,332	689	514	475	451	9	....	131	381	362	74.6	54.9	80.2
29 Towns.	125,382	29,910	24,089	20,515	19,030	752	4,612	3,982	16,262	15,235	80.5	52.6	79.6

TOWNS.	Population, 1880.	Enumerated January, 1888.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
New Haven City,.....	.....	17,820	14,261	13,899	13,870	392	2,042	3,885	178	10,008	10,024	80.0	56.2	72.1
" " Westville,.....	.....	366	311	260	242	...	26	20	4	214	195	84.9	55.8	81.4
" " South,.....	.....	61	43	42	32	...	....	18	....	27	18	70.4	36.8	60.8
" complete,.....	62,882	18,247	14,615	14,201	14,144	392	2,068	3,932	182	10,249	10,237	80.0	56.1	72.2
Beacon Falls,.....	379	83	117	70	89	...	....	8	1	44	50	140.9	56.6	73.5
Bethany,.....	637	104	120	89	80	...	....	9	1	63	54	115.3	56.2	69.2
Branford,.....	3,047	758	646	612	548	31	....	120	20	473	434	85.2	59.8	78.1
Cheshire,.....	2,284	417	336	303	271	8	41	37	....	221	177	80.5	47.7	69.3
Derby,.....	11,650	3,694	2,932	2,541	2,476	53	397	397	28	1,997	1,953	79.3	53.4	78.7
East Haven,.....	3,057	129	113	93	89	...	....	16	3	70	63	87.5	51.5	73.0
Guilford,.....	2,782	534	516	454	338	45	22	22	2	346	161	96.6	47.4	64.0
Hamden,.....	3,408	722	649	535	497	5	8	70	18	397	345	89.8	51.3	71.8
Madison,.....	1,672	271	250	268	195	5	16	13	3	204	146	92.2	64.5	76.0
Meriden,.....	18,340	5,284	4,053	3,479	3,267	14	1,062	390	42	2,764	2,676	76.7	51.4	80.6
Middlebury,.....	687	132	110	91	72	1	....	8	3	68	51	83.3	45.0	73.0
Milford,.....	3,347	705	490	449	392	1	20	142	10	370	328	69.5	50.9	82.9
Naugatuck,.....	4,274	1,109	1,040	885	857	7	44	76	10	610	637	93.7	56.2	71.5
North Branford,.....	1,025	139	128	117	117	...	....	5	3	90	90	92.0	64.7	76.9
North Haven,.....	1,763	335	317	287	247	6	7	7	6	221	181	94.6	60.0	75.2
Orange,.....	3,341	892	830	740	602	49	45	154	11	580	451	93.0	57.7	76.8
Oxford,.....	1,120	253	243	211	188	6	2	27	7	143	119	98.0	51.3	65.6
Prospect,.....	492	97	82	68	55	1	7	62	...	52	43	84.5	48.9	77.2
Seymour,.....	2,318	761	712	642	580	13	....	6	...	493	458	93.5	62.4	77.9
Southbury,.....	1,740	224	223	186	158	3	2	3	1	126	105	99.5	51.5	67.1
Wallingford,.....	4,686	1,266	1,143	1,025	902	25	....	190	6	804	750	61.3	77.1	77.1
Waterbury,.....	.....	682	466	441	438	7	42	65	10	338	318	82.9	48.0	74.6
" " Centre,.....	.....	6,211	4,824	4,103	3,976	140	462	925	80	3,227	3,341	77.6	52.8	80.6
" complete,.....	20,270	6,893	5,390	4,604	4,414	147	504	990	90	3,565	3,559	78.1	52.4	80.1
Wolcott,.....	493	132	136	125	107	...	....	...	....	83	77	103.0	60.6	71.5
Woodbridge,.....	829	152	169	149	135	16	....	8	2	102	83	111.1	60.8	65.1
25 Towns.	156,523	43,333	35,360	32,224	30,910	828	4,245	6,694	451	24,135	23,328	81.6	54.7	75.1

TOWNS.	Population. 1880.	Enumerated January, 1888.	Registered.				In Private Schools.	In no School. Between 8 and 14	Average Attendance.		Per cent. who part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
New London,...	10,537	2,438	2,480	2,111	2,042	68	42	198	1,603	1,641	101.7	66.5	78.1
Norwich Town,...	.....	277	233	202	196	1	19	33	159	164	84.1	58.3	81.1
" Central, .....	.....	1,504	1,037	894	898	22	254	235	771	810	68.9	52.5	58.2
" West Chelsea,...	.....	965	676	666	591	....	40	249	504	515	70.0	53.8	85.1
" other Districts,...	.....	2,638	1,893	1,567	1,419	11	160	636	1,233	1,150	71.3	45.1	79.8
" complete,	21,143	5,384	3,839	3,269	3,104	34	473	1,153	2,667	2,639	71.3	49.2	83.2
Bozrah,	1,155	251	246	221	198	4	....	12	147	134	98.0	55.9	67.0
Colchester,	2,974	533	522	444	441	3	16	50	359	345	97.9	66.0	79.5
East Lyme,	1,731	418	426	352	317	9	....	31	257	231	101.9	58.3	72.9
Franklin,	686	116	124	107	84	4	2	3	77	65	106.8	61.2	74.3
Griswold,	2,745	625	548	453	395	8	....	77	354	300	87.6	52.3	77.1
Groton,	5,128	1,082	1,023	908	831	59	18	35	668	592	94.5	58.2	72.4
Lebanon,	1,845	302	357	301	244	5	....	28	241	189	98.6	59.3	78.8
Ledyard,	1,373	268	279	212	202	23	....	....	180	137	104.1	58.9	76.5
Lisbon,	630	95	87	79	72	2	....	10	64	52	85.2	61.0	76.8
Lyme,	1,025	198	197	172	148	11	5	7	124	111	99.4	59.3	73.4
Montville,	2,664	571	543	455	389	9	....	11	328	276	95.0	52.8	71.5
North Stonington,	1,769	385	419	340	292	16	....	20	261	229	108.8	63.6	76.8
Old Lyme,	1,387	261	223	212	164	7	6	40	154	109	85.4	50.0	69.9
Preston,	2,523	664	601	557	462	24	....	135	461	377	90.5	63.1	82.2
Salem,	574	97	114	95	67	9	3	4	67	52	117.5	61.3	73.4
Sprague,	3,207	526	474	405	304	14	48	32	254	204	90.1	43.3	64.5
Stonington,	7,355	1,406	1,328	1,170	1,064	32	43	192	900	806	88.7	56.3	76.3
Voluntown,	1,186	284	205	189	102	16	....	100	111	120	93.3	40.6	60.3
Waterford,	2,701	637	580	507	418	7	24	41	348	311	91.0	51.7	71.2
21 Towns.	74,338	16,691	14,669	12,565	11,430	364	680	2,179	9,634	8,911	87.8	55.5	77.2

FAIRFIELD COUNTY.

TOWNS.	Population, 1880.	Enumerated January, 1888.	Registered.			In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent who attended some part of the year.	Per cent of attend- ance on basis of enumeration.	Per cent of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
Bridgeport.....	29,148	9,608	6,985	6,605	6,023	224	1,699	482	5,405	4,988	72.6	54.0	82.3
Danbury.....	11,666	3,913	2,760	2,294	2,347	76	854	46	1,884	1,958	70.5	49.0	82.7
Bethel.....	2,727	685	636	565	559	9	83	4	437	398	91.3	60.9	74.2
Brookfield.....	1,152	260	227	202	182	1	17	3	130	116	87.3	47.3	64.0
Darien.....	1,949	357	234	202	190	8	37	8	155	158	65.5	43.8	79.8
Easton.....	1,145	152	164	144	117	4	3	....	88	66	107.8	50.6	59.0
Fairfield.....	3,748	762	595	525	439	30	162	30	365	306	78.0	44.0	69.6
Greenwich.....	7,892	1,884	1,233	1,066	918	4	295	73	750	641	65.4	36.9	70.1
Huntington.....	2,499	874	720	566	549	37	54	11	441	392	83.0	47.6	74.7
Monroe.....	1,157	191	107	151	151	..	12	2	107	85	87.4	50.2	63.5
New Canaan.....	2,073	532	473	446	436	7	68	15	286	292	88.9	54.3	65.5
New Fairfield.....	791	133	148	119	119	4	..	9	74	72	111.2	54.8	61.3
Newtown.....	804	804	732	644	651	19	80	1	408	381	91.0	49.0	60.9
Norwalk.....	13,956	3,406	2,682	2,245	2,163	68	537	15	1,739	1,725	78.7	50.8	78.5
Redding.....	1,540	221	219	190	176	4	18	1	116	91	99.0	46.8	76.5
Ridgefield.....	2,028	409	408	363	330	17	14	6	239	217	99.7	55.7	65.8
Sherman.....	828	145	144	119	87	10	13	....	79	59	99.3	47.5	66.9
Stamford.....	11,297	3,470	2,180	1,943	1,769	65	964	52	1,452	1,435	92.8	41.5	77.7
Stratford.....	4,251	1,262	1,145	972	923	8	114	5	784	744	90.7	60.5	81.0
Trumbull.....	1,323	256	216	189	193	7	39	1	128	119	84.3	48.2	64.6
Weston.....	918	152	109	124	91	..	28	....	81	54	71.7	44.4	62.7
Westport.....	3,477	774	501	489	366	1	163	10	306	217	64.7	33.7	61.1
Wilton.....	1,864	346	301	266	263	..	30	1	159	126	66.9	41.1	53.8
23 Towns.	112,042	30,596	22,975	20,439	19,042	593	5,280	767	15,613	14,640	75.0	49.4	76.6

WINDHAM COUNTY.

TOWNS.	Population, 1880.	Enumerated January, 1888.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
Brooklyn,.....	2,308	610	541	369	335	13	....	69	14	305	267	88.6	46.8	81.2
Ashford,.....	1,041	144	172	141	113	20	....	3	1	114	100	119.4	70.8	80.3
Canterbury,.....	1,272	200	213	196	127	10	2	7	2	146	86	106.5	58.0	71.8
Chaplin,.....	627	114	106	83	77	7	....	3	1	70	64	92.1	58.7	83.7
Eastford,.....	855	134	143	125	96	7	....	10	1	102	77	106.7	66.7	80.9
Hampton,.....	827	149	157	138	96	11	2	4	....	108	74	105.3	61.0	77.7
Killingly,.....	6,921	1,636	1,585	1,201	1,087	20	....	119	55	856	804	96.8	50.7	72.5
Plainfield,.....	4,021	1,000	863	723	629	11	40	101	31	546	490	86.3	51.8	70.6
Pomfret,.....	1,470	282	283	231	181	11	10	6	3	174	142	100.3	56.0	76.7
Putnam,.....	5,827	1,558	637	576	541	59	572	349	13	469	438	40.8	29.1	81.2
Scotland,.....	590	93	101	87	70	1	....	4	....	63	52	108.6	61.8	73.2
Sterling,.....	957	224	245	200	186	6	1	34	6	144	123	109.3	59.5	69.1
Thompson,.....	5,951	1,423	755	548	507	25	400	217	22	444	386	53.0	29.1	78.6
Windham,.....	8,264	1,962	1,274	1,013	1,000	61	651	390	13	810	746	64.9	39.6	77.2
Woodstock,.....	2,639	479	501	407	321	10	3	12	1	326	256	104.5	66.7	79.9
15 Towns.	42,670	10,008	7,576	6,038	5,366	272	1,681	1,328	143	4,677	4,095	75.7	43.8	76.9

LITCHFIELD COUNTY.

TOWNS.	Population, 1880.	Enumerated January, 1888.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
Litchfield,	3,410	715	646	537	527	19	25	88	11	385	377	90.3	52.2	71.6
Barkhamsted,	1,297	246	276	217	201	10	....	2	2	138	130	112.1	54.4	64.1
Bethlehem,	655	106	98	78	58	3	4	8	....	61	55	92.4	54.7	85.2
Bridgewater,	708	133	154	123	105	9	....	12	1	83	62	115.7	54.5	63.5
Canaan,	1,157	202	106	149	143	5	7	19	..8.	99	100	97.0	49.2	68.1
Colebrook,	1,148	283	285	227	195	....	....	1	1	165	134	100.7	52.8	70.8
Cornwall,	1,583	340	324	273	204	3	....	46	5	220	171	95.2	57.5	81.5
Goshen,	1,093	218	107	138	138	2	25	11	1	117	101	76.6	50.0	78.9
Harwinton,	1,016	236	225	137	160	14	....	9	2	135	109	95.3	51.6	70.3
Kent,	1,622	337	301	274	241	9	10	1	....	182	160	89.3	50.7	66.4
Morris,	627	104	94	88	76	2	....	5	....	69	59	90.3	61.5	78.0
New Hartford,	3,302	783	695	510	467	15	1	36	6	385	347	88.7	46.7	74.9
New Milford,	3,907	804	770	644	537	30	37	101	16	425	358	95.7	48.6	66.2
Norfolk,	1,418	374	357	293	264	7	4	20	5	204	105	95.4	49.3	66.2
North Canaan,	1,537	333	371	294	278	9	....	14	3	213	151	111.4	54.6	63.6
Plymouth,	2,350	490	519	417	405	15	12	26	1	329	320	105.9	66.2	78.9
Roxbury,	950	191	205	170	144	13	....	5	....	128	104	107.3	60.7	73.8
Salisbury,	3,715	842	705	581	504	21	115	149	17	374	328	83.7	41.6	64.8
Sharon,	2,580	463	510	392	362	23	26	43	10	250	240	110.1	52.9	64.9
Thomaston,	3,225	740	705	698	625	17	10	109	8	495	517	95.2	68.3	76.4
Torrington,	3,327	1,150	1,091	905	878	20	....	59	29	709	648	94.8	59.0	76.1
Warren,	639	116	100	79	64	9	....	20	3	53	51	86.2	44.8	72.7
Washington,	1,590	296	267	244	188	7	12	17	1	164	129	90.2	49.4	67.8
Watertown,	1,897	408	379	322	273	24	17	42	5	227	206	92.8	53.0	72.7
Winchester,	5,142	1,146	825	681	615	38	208	151	10	535	507	71.9	45.4	80.0
Woodbury,	2,149	415	370	310	215	20	26	54	2	227	151	89.1	45.5	72.0
26 Towns.	52,044	11,471	10,635	8,831	7,867	344	547	1,048	139	6,372	5,680	92.7	52.5	72.1

MIDDLESEX COUNTY.

TOWNS.	Population, 1880.	Enumerated January, 1888.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ment on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
Middletown, .....	.....	1,046	888	724	706	6	111	156	27	541	492	84.8	49.3	72.3
" City, .....	.....	1,450	972	855	826	74	490	261	8	700	710	67.0	48.6	83.8
" Indust'l School, .....	.....	137	336	137	137	123	.....	.....	.....	197	197	.....	.....	.....
" complete,	11,732	2,633	2,196	1,716	1,669	203	601	417	35	1,438	1,399	83.4	53.8	83.8
Haddam,	2,419	434	417	349	334	5	19	21	5	270	245	96.0	59.3	75.4
Chatham,	1,967	461	460	408	331	10	.....	40	4	333	257	99.7	63.9	79.8
Chester,	1,177	258	232	184	195	5	11	38	7	147	144	89.9	56.3	76.7
Clinton,	1,402	248	46	40	34	.....	186	16	2	26	22	18.5	9.6	64.8
Cromwell,	1,640	412	409	340	285	7	10	57	2	246	220	99.2	56.5	74.5
Durham,	990	125	128	114	89	2	.....	6	.....	88	61	102.4	59.6	73.3
East Haddam,	3,032	518	433	434	393	16	3	14	1	303	272	88.4	55.5	70.3
Essex,	1,855	353	300	259	240	10	12	40	1	211	201	84.9	58.3	82.5
Killingworth,	748	111	125	107	90	7	.....	8	.....	84	74	112.6	71.1	80.2
Middlefield,	928	208	183	161	145	1	6	11	1	126	113	87.9	57.4	78.1
Old Saybrook,	1,302	294	229	176	174	6	38	33	6	114	115	74.4	38.9	65.4
Portland,	4,157	957	657	563	509	24	218	121	4	445	393	68.6	43.7	78.1
Saybrook,	1,362	250	258	240	244	15	.....	.....	.....	194	176	103.2	74.0	76.4
Westbrook,	878	133	118	114	111	5	3	7	3	93	73	88.7	62.4	73.7
15 Towns.	35,589	7,395	6,191	5,195	4,843	316	1,107	829	71	4,118	3,765	83.7	53.2	78.5

TOLLAND COUNTY.

TOWNS.	Population, 1880.	Enumerated January, 1888.	Registered.			In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per ct. of attend- ance on basis of enumeration.	Per ct. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.			Winter.	Summer.			
Tolland,	1,169	230	228	188	154	...	10	8	149	105	99.1	55.2	74.2
Andover,	428	61	64	51	40	5	....	5	41	29	104.9	57.3	76.9
Bolton,	512	140	127	107	93	4	1	10	80	72	90.7	54.2	76.0
Columbia,	757	164	182	149	136	10	....	8	112	110	110.9	67.6	77.8
Coventry,	2,043	360	386	318	273	29	....	13	263	210	107.2	66.9	81.5
Ellington,	1,569	406	258	227	202	1	88	32	188	154	63.5	42.0	79.7
Hebron,	1,243	239	241	205	114	9	....	4	146	87	100.8	48.7	73.0
Mansfield,	2,154	369	379	314	300	11	7	16	226	226	102.7	65.4	78.6
Somers,	1,242	290	286	245	209	6	5	....	199	175	98.6	64.4	82.3
Stafford,	4,455	1,079	767	611	605	25	175	162	510	458	71.0	44.8	79.6
Union,	539	117	132	92	84	2	1	7	75	66	112.8	60.2	80.1
Vernon,	6,915	1,852	1,303	1,078	1,071	44	272	197	894	809	70.3	48.4	83.4
Willington,	1,086	221	207	168	120	4	2	31	131	87	93.6	49.3	75.6
13 Towns. /	24,112	5,528	4,560	3,753	3,401	150	561	52	3,045	2,687	82.4	51.8	80.1

SUMMARY BY COUNTIES.

COUNTIES.	Population, 1880.	Enumerated January, 1888.	Registered.				In Private Schools.	In no School.	Between 8 and 14 in no School.	Average Attendance.		Per cent. who attended some part of the year.	Per cent. of attend- ance on basis of enumeration.	Per cent. of attend- ance on basis of registration.
			Different Scholars.	Winter.	Summer.	Over 16.				Winter.	Summer.			
Hartford,	125,382	29,910	24,089	20,515	19,030	752	4,612	3,982	262	16,262	15,235	80.5	52.6	79.6
New Haven,	156,523	43,333	35,360	32,224	30,910	828	4,245	6,604	451	24,135	23,328	81.6	54.7	75.1
New London,	74,338	16,691	14,669	12,565	11,430	364	680	2,179	196	9,634	8,911	87.8	55.5	77.2
Fairfield,	112,042	30,596	22,975	20,429	19,042	593	3,746	5,280	767	15,613	14,640	75.0	49.4	76.6
Windham,	42,670	10,008	7,576	6,038	5,366	272	1,681	1,328	143	4,677	4,095	75.7	43.8	76.9
Litchfield,	52,044	11,471	10,635	8,831	7,867	344	547	1,048	139	6,372	5,680	92.7	52.5	72.1
Middlesex,	35,589	7,395	6,191	5,195	4,843	316	1,107	829	71	4,118	3,765	83.7	53.2	78.5
Tolland,	24,112	5,528	4,560	3,753	3,401	150	561	477	52	3,045	2,687	82.4	51.8	80.1
The State.	622,700	154,932	126,055	109,550	101,889	3,619	17,179	21,817	2,081	83,856	78,341	81.3	52.3	76.7

HARTFORD COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Hartford,	26	26	144	144	\$136 46	\$59 97	..	..	..	..	170	2	38	..
Avon, .....	..	..	7	7	.....	27 65	..	..	..	..	7	1	1	..
Berlin, .....	..	..	11	10	40 00	38 09	..	..	..	..	9	3	4	..
Bloomfield, .....	..	..	10	9	.....	27 57	..	..	..	3	4	1	5	..
Bristol,	3	3	25	25	118 33	44 67	..	..	..	..	26	..	19	..
Burlington, .....	..	..	7	9	.....	27 26	..	..	..	..	6	2	1	..
Canton,	1	1	13	13	125 00	35 86	..	..	..	3	8	..	..	..
East Granby, .....	..	..	7	6	.....	24 69	..	..	..	4	7	3	..	..
East Hartford,	3	2	17	17	59 37	33 31	..	..	..	1	19	5	3	..
East Windsor,	4	3	14	14	55 01	31 89	..	..	..	..	13	2	5	2
Enfield,	3	2	27	29	103 33	34 28	..	..	..	..	28	5	11	..
Farmington,	2	2	17	17	105 00	39 52	..	..	..	..	19	2	9	..
Glastonbury,	1	1	19	19	25 50	27 08	..	..	..	7	18	..	4	..
Granby,	1	1	10	8	31 97	26 19	..	..	..	3	11	1	1	..
Hartland,	2	2	7	9	20 74	20 74	..	..	2	9	8	2	..	..
Manchester,	2	2	24	24	87 13	37 93	..	..	..	..	26	..	15	..
Marlborough,	1	..	1	3	34 00	22 33	..	..	..	1	..	..	20	..
New Britain,	3	3	40	41	161 37	45 50	..	..	..	..	44	..	6	..
Newington, .....	..	..	6	5	.....	32 00	..	..	..	..	5	1	..	..
Plainville,	1	1	6	6	133 33	42 00	..	..	..	..	7	..	1	..
Rocky Hill, .....	..	..	4	4	.....	28 91	..	..	..	..	2	..	..	..
Simsbury,	3	2	10	11	30 80	30 28	..	..	..	..	11	3	3	..
Southington,	6	6	22	23	80 77	41 24	..	..	..	..	20	5	..	..
South Windsor,	1	3	12	10	46 50	32 09	..	..	..	..	13	6	..	..
Suffield, .....	..	..	16	16	.....	34 51	..	..	..	..	13	4	6	..
West Hartford,	2	2	10	10	64 44	40 00	..	..	..	..	11	3	9	..
Wethersfield,	1	1	7	7	100 00	28 57	..	..	..	2	7	1	3	..
Windsor,	4	4	13	12	61 22	31 73	..	..	..	..	13	4	1	..
Windsor Locks,	1	1	8	8	150 00	37 25	..	..	..	..	9	..	..	..
29 Towns.	71	68	514	516	\$101 78	\$42 33	..	1	2	33	539	56	165	4

NEW HAVEN COUNTY.

TOWNS.

	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
New Haven City.....	21	21	289	289	\$176 00	\$56 20	..	..	..	..	310	20	24	..
" Westville.....	..	1	6	6	110 00	48 33	..	..	..	..	7	..	..	..
" South.....	..	..	1	1	.....	40 00	..	..	..	..	1	..	..	..
" complete.....	22	22	296	296	\$173 00	\$55 99	..	..	..	..	318	20	24	..
Beacon Falls.....	..	..	3	3	.....	25 33	..	..	..	2	2	..	..	..
Bethany.....	1	..	5	5	28 00	27 02	..	..	..	..	2	..	..	..
Branford.....	1	1	16	16	126 31	33 12	..	..	..	..	..	4	2	..
Cheshire.....	2	2	10	10	30 00	33 50	..	..	..	..	17	2	1	..
Derby.....	7	7	51	51	102 14	40 92	..	..	..	..	9	1	2	..
East Haven.....	..	..	3	3	.....	32 00	..	..	..	..	43	6	6	..
Guilford.....	3	2	14	14	57 00	31 05	..	..	..	..	3	..	..	..
Hamden.....	1	1	15	15	32 00	31 53	..	..	..	8	15	4	1	..
Madison.....	2	1	10	11	27 00	32 11	..	..	..	5	10	2	1	..
Meriden.....	9	9	70	70	120 55	44 66	..	..	..	..	72	1	1	..
Middlebury.....	..	..	4	4	.....	28 36	..	..	..	..	3	..	20	..
Milford.....	1	1	10	10	111 11	33 10	..	..	..	..	11	5	..	..
Naugatuck.....	3	3	17	18	80 00	38 87	..	..	..	1	20	2	..	..
North Branford.....	..	..	6	6	.....	31 61	..	..	..	..	5	..	..	..
North Haven.....	..	..	9	8	.....	30 91	..	..	..	..	5	..	..	..
Orange.....	1	2	20	18	44 00	35 90	..	..	..	..	7	1	4	..
Oxford.....	1	1	10	10	24 00	23 31	..	..	..	..	20	2	..	..
Prospect.....	..	..	2	3	.....	26 25	..	..	..	8	7	1	3	..
Seymour.....	1	2	12	11	106 26	33 39	..	..	..	..	3	1	2	..
Southbury.....	..	..	8	8	.....	25 51	..	..	..	..	8	5	2	..
Wallingford.....	2	2	26	26	97 50	39 34	..	..	..	5	21	7	9	..
Waterbury.....	1	1	11	11	40 00	36 25	..	..	..	2	11	3	7	..
" Center.....	5	5	72	76	141 00	50 28	..	..	..	..	72	2	6	..
" complete.....	6	6	83	87	124 16	48 46	..	..	..	..	83	5	13	..
Wolcott.....	..	..	6	6	.....	24 00	..	..	..	6	4	3	..	..
Woodbridge.....	3	3	3	3	38 35	34 07	..	..	..	..	6	2	2	..
25 Towns.	66	65	708	712	\$117 22	\$46 09	..	1	3	38	705	78	94	..

NEW LONDON COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
New London,.....	3	3	41	41	\$93 33	\$40 46	..	..	..	..	41	3	..	..
Norwich Town,.....	1	1	4	4	100 00	37 50	..	..	..	..	5	..	..	..
" Central,.....	2	2	29	29	130 00	50 00	..	..	..	..	31	..	3	..
" West Chelsea,.....	1	1	16	16	100 00	33 00	..	..	..	..	15	..	..	..
" other Districts,.....	7	5	33	33	73 97	31 95	..	1	2	2	35	2	..	..
" complete,.....	11	9	82	82	90 38	38 81	..	1	2	2	86	2	3	..
Bozrah,.....	1	1	6	7	32 00	26 46	..	..	..	..	7	8	1	..
Colchester,.....	6	2	11	15	40 69	30 62	..	1	4	5	13	..	2	..
East Lyme,.....	6	3	6	9	38 44	23 50	1	1	..	9	5	5	2	..
Franklin,.....	1	..	6	7	20 00	24 46	1	1	..	4	5	..	1	..
Griswold,.....	6	2	11	12	50 52	31 52	..	..	1	3	13	1	1	..
Groton,.....	6	4	13	16	38 63	40 42	1	1	..	4	16	3	1	..
Lebanon,.....	3	..	13	15	28 00	23 99	..	..	1	12	15	3	3	..
Ledyard,.....	5	..	8	13	19 20	20 62	3	5	2	7	13	5	..	..
Lisbon,.....	1	1	4	4	20 00	20 33	1	3	..	1	4	1	..	..
Lyme,.....	1	..	4	7	27 66	19 93	..	3	1	4	3	1	..	..
Montville,.....	3	1	10	12	51 00	28 80	..	..	..	1	7	..	..	..
North Stonington,.....	7	1	8	14	27 75	26 39	..	4	2	3	6	10	3	..
Old Lyme,.....	6	1	1	8	31 71	24 21	..	1	2	4	3	1	..	..
Preston,.....	7	3	11	14	38 21	25 09	..	4	2	3	13	1	..	..
Salem,.....	2	1	5	6	19 65	19 27	1	5	1	1	8	4	1	..
Sprague,.....	3	3	7	7	60 00	31 61	..	..	..	..	2	4	2	..
Stonington,.....	6	4	26	26	69 59	38 63	..	..	1	2	29	3	8	..
Voluntown,.....	2	1	7	8	44 83	24 70	..	..	..	7	5	..	2	..
Waterford,.....	5	1	7	12	38 83	30 73	..	..	..	2	10	..	..	..
21 Towns.	94	40	287	335	\$50 36	\$33 04	8	30	19	77	304	52	31	1

FAIRFIELD COUNTY.

TEACHERS.

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TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Bridgeport,	7	4	125	124	\$167 50	\$48 89	..	..	..	..	130	12	6	..
Danbury,	3	3	51	51	126 66	38 04	..	..	..	..	54	..	5	..
Bethel,	1	1	11	11	75 00	35 43	..	..	..	..	9	2	2	..
Brookfield,	1	1	7	6	32 33	28 92	..	..	..	..	4	1	1	..
Darien,	3	3	8	3	58 33	46 66	..	..	..	..	6	..	..	..
Easton, .....	..	..	8	8	..	22 62	..	..	..	8	4	1	1	..
Fairfield,	7	7	11	11	58 71	35 29	..	..	..	..	18	4	..	..
Greenwich,	4	4	26	26	69 50	37 09	..	1	..	..	30	3	5	..
Huntington,	1	1	20	20	130 00	30 27	..	..	..	..	21	2	1	..
Monroe,	1	1	6	6	27 00	27 50	..	..	..	1	5	3	..	..
New Canaan,	2	2	13	13	65 00	28 03	..	1	..	..	9	..	1	..
New Fairfield,	1	1	6	6	28 00	25 00	..	2	..	..	7	2	1	..
Newtown,	4	4	20	20	40 55	27 44	..	1	..	..	20	2	5	..
Norwalk,	9	9	44	44	92 50	44 51	..	..	..	..	50	3	..	..
Redding,	2	2	7	7	26 66	23 92	..	1	1	..	5	2	1	..
Ridgefield,	1	1	13	13	35 00	39 19	..	..	..	..	12	..	6	..
Sherman, .....	..	..	6	6	..	25 36	..	..	..	3	3	1	..	..
Stamford,	7	7	38	40	93 71	44 03	..	..	..	..	45	5	11	..
Stratford,	3	3	19	19	105 00	35 89	..	..	..	..	20	2	7	..
Trumbull,	1	1	5	4	40 33	30 66	..	..	..	..	5	2	..	..
Weston,	2	..	3	4	23 50	20 66	..	2	2	2	2	2	..	..
Westport,	3	3	9	8	52 33	40 11	..	..	..	..	11	..	1	..
Wilton,	2	2	7	7	39 30	26 76	..	..	..	3	9	..	1	..
23 Towns.	65	61	458	457	\$78 71	\$39 37	..	8	3	32	479	46	55	1

WINDHAM COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Brooklyn,	3	2	11	12	\$55 02	\$34 92	1	..	1	2	13	1	1	..
Ashford,	9	..	3	10	21 55	18 60	4	2	4	..	9	5	..	..
Canterbury, .....	..	..	9	8	.....	22 90	..	2	..	1	9	1	2	..
Chapin, .....	..	..	4	4	.....	28 05	..	..	..	1	4	..	..	..
Eastford,	2	..	5	7	24 00	19 28	..	6	..	1	4	..	..	..
Hampton,	2	1	5	6	24 00	21 75	3	1	..	6	4	3	..	..
Killingly,	7	7	26	26	62 13	35 19	..	..	..	9	27	5	..	..
Plainfield,	7	5	13	15	49 49	30 01	1	..	1	3	11	1	..	..
Pomfret,	2	1	5	7	31 33	25 90	..	1	..	3	4	..	..	..
Putnam,	5	6	11	10	64 15	37 21	..	..	..	..	14	2	..	..
Scotland, .....	..	..	4	4	.....	25 91	..	..	..	1	2	..	..	..
Sterling,	5	..	3	9	30 06	24 17	..	..	..	3	9	4	8	..
Thompson,	9	7	9	11	40 80	30 37	1	3	1	3	19	4	..	..
Windham,	5	5	29	29	93 13	39 50	..	..	..	..	22	9	5	..
Woodstock,	7	2	9	14	31 29	27 16	1	1	1	3	9	..	..	..
15 Towns.	60	36.	146	172	\$50 04	\$31 55	11	24	11	33	158	35	16	..

LITCHFIELD COUNTY.

TEACHERS.

185

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Litchfield,.....	4	1	14	20	\$57 00	\$29 00	..	..	..	..	16	6	6	..
Barkhamsted,	1	1	11	10	26 00	21 28	1	5	..	4	4	..	..	..
Bethlehem,.....	1	..	5	6	36 00	22 25	..	2	..	4	4	2	1	..
Bridgewater,.....	3	..	3	6	29 66	25 38	..	2	1	2	8	2	..	..
Canaan,.....	1	..	8	9	22 00	21 29	..	5	1	4	9	3	1	..
Colebrook,.....	2	1	9	9	28 58	27 72	..	..	..	2	9	2	..	..
Cornwall,.....	3	..	11	13	24 66	24 52	1	4	2	2	7	11	..	..
Goshen,.....	1	..	9	11	23 00	20 58	..	8	1	5	5	..	..	..
Harwinton,.....	6	1	7	9	21 47	22 18	..	5	..	3	3	..	1	..
Kent,.....	8	4	5	9	25 83	21 46	..	3	1	9	8	3	1	..
Morris,.....	2	..	2	4	30 07	24 33	..	..	1	2	..	2	1	..
New Hartford,.....	3	3	14	14	62 66	26 16	..	..	4	1	..	2	1	..
New Milford,.....	10	1	11	20	41 93	28 34	..	..	..	1	13	5	1	..
Norfolk,.....	2	3	10	10	29 60	26 61	1	..	..	6	31	4	..	..
North Canaan,.....	2	1	6	7	63 52	27 79	..	1	..	..	7	3	1	..
Plymouth,.....	2	2	12	13	84 44	34 45	..	..	..	..	11	1	4	..
Roxbury,.....	4	..	3	7	28 19	24 02	..	..	1	6	2	3	1	..
Salisbury,.....	1	1	17	17	36 00	32 54	..	..	..	..	18	4	2	..
Sharon,.....	5	..	13	18	24 80	25 19	..	7	3	5	11	3	1	..
Thomaston,.....	2	2	13	13	76 00	38 46	..	1	..	..	15	3	5	..
Torrington,.....	2	1	19	19	113 83	37 75	..	..	..	..	21	1	1	..
Warren,.....	3	..	1	5	25 77	21 33	..	2	..	3	4	..	..	..
Washington,.....	3	2	9	9	30 56	24 97	1	1	1	4	4	..	..	..
Watertown,.....	3	1	8	9	46 14	33 11	..	..	..	..	17	3	2	..
Winchester,.....	2	2	19	19	124 50	42 08	..	..	..	..	9	3	3	..
Woodbury,.....	5	..	9	12	31 06	25 47	..	1	1	5	9	3	..	..
26 Towns.	81	27	248	298	\$43 71	\$28 96	3	47	19	74	227	77	39	..

MIDDLESEX COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Middletown,.....	1	1	20	20	\$22 00	\$33 17	..	..	1	..	21	2	1	..
" City,.....	4	4	20	20	126 66	45 67	..	..	..	..	24	2	6	..
" Industrial School, ..	..	..	5	5	.....	30 83	..	..	..	..	5	..	..	..
" complete,.....	5	5	45	45	\$105 72	\$38 46	..	..	1	..	50	4	7	..
Haddam,.....	2	..	13	15	28 00	26 20	..	1	..	4	8	2	2	..
Chatham,.....	1	1	13	13	65 00	26 15	..	1	..	6	13	2	2	..
Chester,.....	2	2	3	3	44 72	34 00	..	..	..	..	5	1	1	..
Clinton,.....	..	..	3	3	.....	30 00	..	..	..	..	3	1	..	..
Cromwell,.....	1	..	7	8	37 50	36 14	..	..	..	..	5	4	3	..
Durham,.....	..	..	6	6	.....	25 30	..	..	..	3	9	..	..	..
East Haddam,.....	..	..	19	19	.....	26 80	..	..	..	6	19	3	4	..
Essex,.....	1	1	7	7	63 15	37 50	..	..	..	3	7	..	..	..
Killingworth,.....	..	..	8	8	.....	21 68	4	4	..	3	7	..	..	..
Middlefield,.....	..	..	5	5	.....	32 00	..	..	..	..	5	1	..	..
Old Saybrook,.....	3	1	1	3	36 00	34 25	..	..	..	..	4	..	..	..
Portland,.....	2	2	15	15	110 00	40 26	..	..	..	..	17	..	5	..
Saybrook,.....	1	1	5	5	84 21	34 40	..	..	..	..	6	1	3	..
Westbrook,.....	1	1	4	4	23 50	23 00	..	1	1	3	2
15 Towns.	19	14	154	159	\$72 28	\$32 55	..	7	2	25	157	19	25	..

TEACHERS.

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TOLLAND COUNTY.

TOWNS.	Male.		Female.		Average Wages per month.		No. of teachers whose average wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Tolland,.....	1	..	9	10	\$22 00	\$24 11	..	..	1	7	6	6	..	..
Andover,.....	1	..	2	3	25 00	21 60	..	..	1	2	1	3	1	..
Bolton,.....	3	1	1	3	28 00	25 75	..	..	..	1	1	1	2	..
Columbia,.....	2	..	6	8	26 00	21 73	..	2	..	6	5	2	..	..
Coventry,.....	6	2	6	10	38 15	26 33	..	..	..	5	8	..	3	..
Ellington,.....	2	..	7	9	30 00	31 00	..	..	..	1	2	..	2	..
Hebron,.....	5	..	4	9	29 40	23 06	..	2	..	4	2	8	1	..
Mansfield,.....	2	1	10	12	27 30	24 73	..	1	..	8	10	4	2	..
Somers,.....	4	1	10	10	34 00	29 53	..	..	..	..	18	6	6	..
Stafford,.....	4	4	19	19	53 37	27 67	..	2	..	6	8	1	8	..
Union,.....	3	1	3	5	25 50	24 20	..	1	1	4	33	4	..	..
Vernon,.....	2	2	31	31	139 84	32 57	..	..	..	..	2	..	..	..
Willington,.....	2	3	6	5	23 20	21 67	1	3	3	4	3	..	..	..
13 Towns.	37	16	114	134	\$41 38	\$27 49	1	12	7	48	108	35	26	..

SUMMARY BY COUNTIES.

COUNTIES.	Male.		Female.		Average Wages per month.		No. of teachers whose av. wages was \$20 or less per mo.		No. of teachers whose av. wages was from \$20 to \$25 per month.		Continuously employed.	Beginners.	Attended Normal School.	No. of Teachers' Meetings.
	Winter.	Summer.	Winter.	Summer.	Male.	Female.	Male.	Female.	Male.	Female.				
Hartford,	71	68	514	516	\$101 78	\$42 33	..	1	2	33	539	95	165	4
New Haven,	66	65	708	712	117 22	46 09	..	1	3	38	705	78	94	..
New London,	94	40	287	335	50 36	33 04	8	30	19	77	304	52	31	1
Fairfield,	65	61	458	457	78 71	39 37	..	8	3	32	479	46	55	1
Windham,	60	36	146	172	50 04	31 55	3	24	11	33	158	35	16	..
Litchfield,	81	27	248	298	43 71	28 96	3	47	19	74	227	77	39	..
Middlesex,	19	14	154	159	72 28	32 55	..	7	2	25	157	19	25	..
Tolland,	37	16	114	134	41 38	27 49	1	12	7	48	108	35	26	..
The State.	493	327	2,629	2,783	\$73 50	\$38 52	15	130	66	360	2,677	398	451	6

SCHOOLS, SCHOOL HOUSES,
AND LIBRARIES.

HARTFORD COUNTY.

TOWNS.	Districts.	Number of Schools.		Number of Sittings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
Hartford,.....	10	17	133	6,926	3	1	1	..	10	..	1	190.53	3
Avon,.....	7	7	7	251	..	..	..	..	..	1	..	162.57	.
Berlin,	9	11	11	549	2	..	..	..	..	..	..	178.00	..
Bloomfield,.....	9	9	10	323	1	..	..	..	..	2	..	143.80	..
Bristol,.....	12	13	27	1,321	3	..	2	..	1	1	1	189.33	..
Burlington,.....	9	9	9	345	..	..	..	..	..	1	..	169.77	..
Canton,.....	8	8	12	570	..	..	..	1	..	..	..	175.16	..
East Granby,.....	6	6	7	174	1	..	..	..	..	2	..	129.57	..
East Hartford,.....	10	11	20	811	4	1	1	..	..	..	1	177.05	..
East Windsor,.....	11	11	17	768	..	1	..	1	..	..	..	180.11	..
Enfield,....	13	13	28	1,336	2	..	1	..	1	1	..	186.82	..
Farmington,.....	7	9	18	793	..	1	..	..	1	1	..	187.22	..
Glastonbury,.....	18	18	20	753	2	..	..	..	..	2	.	179.75	..
Granby,.....	10	10	11	356	1	..	..	..	..	2	..	140.00	..
Hartland,.....	9	9	9	212	..	..	..	..	..	6	..	126.66	..
Manchester,.....	9	9	25	1,281	3	..	..	..	2	..	..	189.44	..
Marlborough,.....	4	3	3	102	..	..	..	..	..	1	..	156.66	..
New Britain,.....	1	16	39	2,275	2	1	3	1	1	..	1	190.00	4
Newington,.....	4	4	5	198	1	..	..	..	..	..	..	180.40	..
Plainville,.....	1	1	6	402	..	..	..	..	1	..	..	180.00	..
Rocky Hill,.....	4	4	4	202	..	..	..	..	..	..	..	178.12	..
Simsbury,.....	12	12	13	528	1	..	..	..	..	..	..	180.00	..
Southington,.....	11	12	28	1,225	1	2	..	1	1	..	1	180.53	..
South Windsor,.....	10	11	14	476	3	..	..	..	..	..	..	168.21	..
Suffield,.....	11	11	16	642	5	..	..	..	..	..	..	178.12	..
West Hartford,.....	1	10	12	410	2	..	..	..	..	..	1	185.00	..
Wethersfield,	6	7	8	339	1	..	..	..	..	..	1	198.00	..
Windsor,.....	10	11	16	683	3	1	..	..	..	..	1	178.96	..
Windsor Locks,.....	1	1	8	492	..	..	..	..	1	..	..	195.00	..
29 Towns.	233	273	536	24,743	41	8	8	4	19	20	8	181.23	7

HARTFORD COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and build-ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Hartford,.....	17	..	..	.....	\$1,097,500 00	8	4,800	6	\$320 00	1
Avon,.....	7	..	..	.....	6,800 00	..	....	1	5 00	1
Berlin,.....	10	1	..	.....	12,800 00	4	810	4	20 00	2
Bloomfield,.....	9	..	..	.....	6,900 00	1	21	..	.....	..
Bristol,.....	12	1	..	.....	48,200 00	12	1,100	12	115 00	1
Burlington,.....	9	..	..	.....	2,350 00	..	....	1	10 00	..
Canton,.....	8	3	..	.....	11,150 00	1	150	1	20 00	..
East Granby,.....	6	1	..	.....	2,100 00	5	50	..	.....	..
East Hartford,.....	13	..	1	\$876 84	23,850 00	6	270	3	15 00	1
East Windsor,.....	11	1	..	.....	24,400 00	..	....	1	15 00	1
Enfield,.....	16	..	..	.....	52,100 00	3	1,000	1	10 00	..
Farmington,.....	9	..	..	.....	37,850 00	2	475	4	45 00	2
Glastonbury,.....	18	1	1	1,500 00	16,550 00	..	....	9	45 00	..
Granby,.....	10	..	..	.....	6,500 00	..	....	..	.....	..
Hartland,.....	9	7	..	.....	1,125 00	2	....	..	.....	..
Manchester,.....	9	..	..	.....	62,250 00	9	560	9	95 00	1
Marlborough,.....	3	..	..	.....	1,500 00	..	..	..	.....	..
New Britain,.....	10	..	..	.....	255,000 00	5	625	..	.....	1
Newington,.....	5	1	..	.....	4,450 00	4	158	4	20 00	..
Plainville,.....	1	..	..	.....	15,000 00	1	25	1	20 00	1
Rocky Hill,.....	4	..	..	.....	1,700 00	4	....	4	20 00	..
Simsbury,.....	12	..	..	.....	15,800 00	1	40	..	.....	1
Southington,.....	12	..	..	.....	65,800 00	2	700	3	50 00	..
South Windsor,.....	11	2	1	2,500 00	11,000 00	6	1,000	3	15 00	..
Suffield,.....	11	..	..	.....	15,500 00	7	650	1	5 00	1
West Hartford,.....	8	..	..	.....	14,400 00	9	450	1	45 00	1
Wethersfield,.....	7	..	..	.....	8,400 00	2	170	..	.....	1
Windsor,.....	11	..	..	.....	23,000 00	1	375	..	.....	1
Windsor Locks,.....	2	..	..	.....	40,000 00	1	500	..	.....	..
29 Towns.	270	18	3	\$4,876 84	\$1,883,975 00	96	13,929	69	\$890 00	17

NEW HAVEN COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
New Haven City,.....	1	37	245	12,057	2	6	7	..	16	..	1	200.00	8
“ Westville,	1	1	6	330	..	..	..	..	1	..	..	200.00	..
“ South,	1	1	1	45	..	..	..	..	..	..	..	188.00	..
“ complete,.....	3	39	252	12,432	2	6	7	..	17	..	1	199.95	8
Beacon Falls,.....	3	3	3	106	..	..	..	..	..	..	..	152.00	..
Bethany,.....	5	5	5	128	..	..	..	..	..	1	..	148.40	..
Branford,.....	1	9	16	791	2	..	..	..	1	..	1	171.00	..
Cheshire,.....	12	12	12	482	..	..	..	..	..	..	..	180.00	..
Derby,.....	7	9	48	2,750	..	..	1	1	5	..	..	200.00	..
East Haven,.....	2	3	3	122	1	..	..	..	..	..	..	190.00	..
Guilford,.....	10	14	16	566	2	..	..	..	..	1	..	172.18	..
Hamden,.....	13	13	16	610	3	..	..	..	..	..	..	189.37	..
Madison,.....	12	13	13	396	..	..	..	..	..	1	1	148.46	..
Meriden,.....	12	17	74	3,620	1	1	1	2	6	..	1	200.00	6
Middlebury,	6	4	4	126	..	..	..	..	..	..	..	180.50	..
Milford,	1	5	10	445	..	..	..	..	1	..	..	180.00	..
Naugatuck,	6	6	18	872	1	..	..	1	1	..	..	198.00	..
North Branford,.....	7	6	6	195	..	..	..	..	..	..	..	160.33	..
North Haven,.....	8	8	10	378	2	..	..	..	..	1	..	167.60	..
Orange,.....	8	9	20	840	1	..	..	..	1	1	1	185.15	..
Oxford,.....	13	11	11	394	..	..	..	..	..	..	..	138.18	..
Prospect,	1	3	3	74	..	..	..	..	..	..	..	170.00	..
Seymour,	1	5	12	634	..	..	..	..	1	..	1	184.37	..
Southbury,	9	8	8	293	..	..	..	..	..	1	..	171.87	..
Wallingford,	9	9	26	1,200	1	1	..	..	1	3	..	181.15	..
Waterbury,.....	9	9	12	558	1	1	..	..	..	..	..	173.20	..
“ Center,....	1	14	67	3,670	6	..	5	..	4	..	1	190.00	5
“ complete,.....	10	23	79	4,228	7	1	5	..	4	..	1	187.44	5
Wolcott,.....	1	6	6	174	..	..	..	..	..	..	..	150.00	..
Woodbridge,.....	6	6	6	211	..	..	..	..	..	1	..	168.66	..
25 Towns.	166	246	677	32,067	23	9	14	4	38	10	7	190.01	19

NEW HAVEN COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and build-ings.	No. Schools having	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
New Haven City,.....	38	3	1	\$34,000 00	\$788,000 00	11	11,000	..	.....	1
“ Westville,.....	1	..	1	.....	20,000 00	1	600	1	\$20 00	..
“ South,..	1	..	..	.....	4,000 00	..	..	..	.....	..
“ complete,.....	40	3	1	\$34,000 00	\$812,000 00	12	11,600	1	\$20 00	1
Beacon Falls,.....	3	..	..	.....	1,750 00	..	....	..	.....	..
Bethany,.....	5	..	..	.....	2,500 00	2	150	1	5 00	..
Branford,.....	9	..	..	.....	21,100 00	1	575	1	40 00	..
Cheshire,.....	12	..	..	.....	9,100 00	3	200	4	25 00	..
Derby,.....	9	..	..	.....	127,500 00	6	1,852	5	135 00	..
East Haven,.....	3	..	..	.....	2,200 00	2	79	..	.....	..
Guilford,.....	13	1	..	.....	12,850 00	1	150	..	.....	1
Hamden,.....	13	1	..	.....	12,600 00	6	460	3	15 00	..
Madison, ..	13	2	..	.....	21,225 00	..	....	11	75 00	1
Meriden,.....	18	1	..	.....	310,136 89	9	3,000	6	190 00	..
Middlebury,.....	4	..	..	.....	1,700 00	..	....	1	5 00	1
Milford,.....	5	..	..	.....	20,000 00	..	....	..	.....	1
Naugatuck,.....	9	3	..	.....	18,125 00	2	635	..	.....	..
North Branford,.....	7	2	..	.....	4,000 00	..	....	1	10 00	..
North Haven,....	8	1	1	3,500 00	7,625 00	8	1,037	..	.....	1
Orange,.....	9	1	1	1,472 97	12,750 00	..	....	2	30 00	..
Oxford,.....	13	5	..	.....	2,450 00	2	100	..	.....	1
Prospect,.....	3	1	..	.....	650 00	1	....	..	.....	1
Seymour,.....	7	..	..	.....	52,100 00	1	220	1	40 00	1
Southbury,.....	9	1	..	.....	3,700 00	1	....	1	10 00	..
Wallingford,.....	12	1	..	.....	74,250 00	2	300	..	... ..	1
Waterbury,.....	10	..	..	.....	12,750 00	3	249	5	30 00	1
“ Center,....	14	..	..	.....	350,000 00	5	435	1	230 00	1
“ complete, ..	24	..	..	.....	\$362,750 00	8	684	6	\$260 00	2
Wolcott,	6	..	..	.....	2,150 00	..	....	..	.....	..
Woodbridge,.....	6	..	..	.....	4,100 00	6	708	6	30 00	..
25 Towns	260	23	3	\$38,972 97	\$1,899,311 89	72	21,750	50	\$890 00	12

NEW LONDON COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sitings.	GRADED SCHOOLS.						High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.			
New London,.....	1	7	37	2,000	..	1	2	..	4	..	1	195.00	..
Norwich Town,.....	1	3	5	300	..	1	..	..	..	..	..	200.00	..
“ Central,.....	1	6	25	1,215	1	1	3	..	1	..	..	200.00	..
“ West Chelsea,...	1	4	15	905	..	..	2	1	..	..	..	200.00	..
“ other Districts,...	9	9	39	1,886	3	..	1	1	2	1	..	194.35	..
“ complete,	12	22	84	4,306	4	2	6	2	3	1	..	197.38	..
Bozrah,	7	7	7	298	..	..	..	..	..	..	..	150.00	..
Colchester,.....	12	13	17	619	..	..	..	..	1	1	..	174.47	..
East Lyme,.....	9	9	12	530	1	1	..	..	..	1	..	153.75	..
Franklin,	7	7	7	198	..	..	..	..	..	3	..	144.28	..
Griswold,	14	12	17	638	..	..	..	..	1	6	..	145.58	..
Groton,.....	11	11	22	1,090	2	1	1	1	..	..	..	179.27	..
Lebanon,	16	16	16	588	..	..	..	..	..	1	..	146.87	..
Ledyard,.....	14	13	13	478	..	..	..	..	..	2	..	133.53	..
Lisbon,.....	5	5	5	102	..	..	..	..	..	1	..	132.00	..
Lyme,	7	7	7	291	..	..	..	..	..	1	..	150.00	..
Montville,	12	13	15	657	2	..	..	..	..	2	..	145.73	..
North Stonington,.....	15	15	15	454	..	..	..	..	..	2	..	138.33	..
Old Lyme,.....	8	8	8	370	..	..	..	..	..	2	..	142.62	..
Preston,	12	12	18	655	2	..	..	1	..	2	..	158.88	..
Salem,.....	7	7	7	200	..	..	..	..	..	5	..	124.28	..
Sprague,	5	5	9	418	2	1	..	..	..	1	..	178.88	..
Stonington,.....	16	15	32	1,491	..	2	1	3	..	2	..	168.84	..
Voluntown,.....	8	8	9	344	1	..	..	..	..	5	..	136.66	..
Waterford,.....	11	11	13	595	2	..	..	..	..	..	..	150.53	..
21 Towns.	209	223	370	16,322	16	8	10	7	9	38	1	168.11	..

NEW LONDON COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
New London,.....	8	..	..	.....	\$50,000 00	7	3,500	1	\$110 00	..
Norwich Town,.....	3	..	..	.....	2,500 00	..	....	1	15 00	..
“ Central,.....	6	..	..	.....	130,000 00	1	353	1	55 00	1
“ West Chelsea,.	4	..	..	.....	60,000 00	1	....	..	.....	..
“ other Districts,	11	..	..	.....	86,500 00	3	....	4	95 00	..
“ complete,.....	24	..	..	.....	279,000 00	5	353	6	\$165 00	1
Bozrah,.....	7	..	..	.....	5,650 00	2	127	..	.....	..
Colchester,.....	11	5	..	.....	4,800 00	6	493	4	40 00	1
East Lyme,.....	9	..	..	.....	9,600 00	3	....	..	.....	..
Franklin,.....	7	..	..	.....	3,400 00	7	25	..	....	1
Griswold,.....	14	..	..	.....	13,500 00	9	....	6	60 00	2
Groton,.....	12	1	..	.....	22,400 00	7	30	2	20 00	..
Lebanon,.....	16	2	..	.....	7,600 00	2	50	1	5 00	..
Ledyard,.....	14	1	..	.....	5,825 00	..	....	..	.....	1
Lisbon,.....	4	..	1	\$560 00	1,960 00	..	....	..	.....	..
Lyme,.....	7	1	..	.....	2,750 00	..	....	..	.....	..
Montville,.....	13	..	1	500 00	11,100 00	2	183	2	15 00	1
North Stonington,....	15	3	..	.....	8,000 00	..	....	1	5 00	..
Old Lyme,....	8	2	..	.....	1,850 00	..	....	..	.....	1
Preston,.....	12	2	..	.....	11,850 00	..	....	1	5 00	..
Salem,.....	7	..	..	.....	4,850 00	..	....	..	.....	..
Sprague,	5	..	..	.....	7,100 00	3	417	..	.....	..
Stonington,.....	17	1	..	.....	30,200 00	8	500	3	50 00	1
Voluntown,.....	8	..	..	.....	4,475 00	1	32	..	.....	..
Waterford,.....	11	..	..	.....	12,000 00	..	....	3	20 00	..
21 Towns.	229	18	2	\$1,060 00	\$497,910 00	62	5,710	30	\$495 00	9

FAIRFIELD COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
Bridgeport,.....	1	18	108	6,396	2	5	..	..	10	..	1	200.00	2
Danbury,.....	13	17	53	2,528	2	..	1	..	5	..	1	196.18	..
Bethel,.....	6	7	12	694	..	..	2	..	..	..	1	199.50	..
Brookfield,.....	8	8	8	266	..	..	..	..	..	..	..	165.50	..
Darien,.....	4	4	6	300	2	..	..	..	..	..	..	189.16	..
Easton,	8	8	8	240	..	..	..	..	..	3	..	180.00	..
Fairfield,.....	14	14	17	813	3	..	..	..	..	1	..	199.11	..
Greenwich,.....	20	20	30	1,826	6	..	..	1	..	1	..	200.00	..
Huntington,	12	12	20	758	..	..	..	..	1	4	..	186.00	..
Monroe,	7	7	7	288	..	..	..	..	..	1	..	180.00	..
New Canaan,.....	11	11	14	510	..	..	1	..	..	..	..	200.00	..
New Fairfield,.....	7	7	7	208	..	..	..	..	..	2	..	151.28	..
Newtown,	21	21	24	1,008	1	1	..	..	..	4	..	189.41	..
Norwalk,.....	11	12	51	2,500	4	..	..	..	5	..	..	198.74	..
Redding,.....	10	9	9	249	..	..	..	..	..	1	..	159.38	..
Ridgefield,.....	13	13	14	458	1	..	..	..	..	..	..	169.21	..
Sherman,	6	6	6	165	..	..	..	..	..	2	..	153.33	..
Stamford,.....	1	19	43	1,750	2	..	..	1	3	2	1	193.67	1
Stratford,.....	5	5	22	998	..	..	1	..	2	..	..	199.31	..
Trumbull,	6	6	6	230	..	..	..	..	..	..	..	195.83	..
Weston,	6	5	5	225	..	..	..	..	..	..	..	161.40	..
Westport,.....	10	10	12	600	2	..	..	..	..	..	..	180.83	..
Wilton,	9	9	9	430	..	..	..	..	..	..	..	180.55	..
23 Towns.	209	248	491	23,440	25	6	5	2	26	21	4	192.22	3

FAIRFIELD COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and build-ings.	No. Schools having.	No. of Books.	No drawing State money.	Total amount drawn.	No. Public.
Bridgeport,.....	18	..	..	.....	\$333,000 00	..	....	1	\$325 00	1
Danbury,.....	17	2	..	.....	139,560 00	3	350	1	100 00	1
Bethel,.....	6	..	1	\$8,786 01	22,500 00	..	....	..	.....	..
Brookfield,.....	8	2	..	.....	4,500 00	..	....	1	5 00	..
Darien,.....	4	..	..	.....	6,000 00	..	....	..	.....	..
Easton,.....	8	1	..	.....	2,700 00	..	....	..	.....	..
Fairfield,.....	14	3	..	.....	24,400 00	2	184	1	10 00	1
Greenwich,.....	20	..	..	.....	41,800 00	4	228	..	.....	1
Huntington,.....	12	..	..	.....	39,151 00	..	....	2	30 00	..
Monroe,.....	7	1	..	.....	3,000 00	..	....	..	.....	..
New Canaan,.....	11	..	..	.....	9,100 00	1	....	3	30 00	1
New Fairfield,.....	7	2	..	.....	1,600 00	2	15	..	.....	..
Newtown,.....	21	..	..	.....	11,575 00	3	65	..	.....	1
Norwalk,.....	12	1	..	.....	93,200 00	7	2,737	6	120 00	1
Redding,.....	9	..	..	.....	3,200 00	2	80	..	.....	..
Ridgefield,....	13	1	..	.....	8,100 00	3	200	2	15 00	1
Sherman,.....	6	3	..	.....	1,700 00	..	..	..	.....	..
Stamford,.....	19	..	1	15,000 00	168,800 00	..	....	..	.....	1
Stratford,.....	5	..	..	.....	51,500 00	2	200	3	55 00	1
Trumbull,.....	6	..	..	.....	3,350 00	4	50	..	.....	..
Weston,.....	6	1	..	.....	2,050 00	..	..	..	.....	..
Westport,.....	10	..	1	2,500 00	8,450 00	1	75	1	10 00	2
Wilton,.....	9	..	..	.....	5,500 00	1	46	..	.....	..
23 Towns.	248	17	3	\$26,286 01	\$984,736 00	35	4,230	21	\$700 00	12

WINDHAM COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
Brooklyn,.....	9	7	13	548	..	1	..	1	..	2	..	168.46	..
Ashford,.....	10	10	10	302	..	..	..	..	..	2	..	123.00	..
Canterbury,	11	11	11	468	..	..	..	..	..	3	..	128.18	..
Chaplin,..	4	4	4	150	..	..	..	..	..	..	..	150.00	..
Eastford,.....	8	7	7	256	..	..	..	..	..	..	..	124.28	..
Hampton,.....	7	7	7	202	..	..	..	..	..	2	..	140.85	..
Killingly,.....	15	15	31	1,452	4	2	..	..	1	3	..	185.16	..
Plainfield,	11	11	20	964	1	..	1	..	1	3	..	180.05	..
Pomfret,.....	8	8	8	370	..	..	..	..	..	1	..	145.00	..
Putnam,.....	6	7	15	700	..	1	..	..	1	..	1	176.66	1
Scotland,.....	5	4	4	152	..	..	..	..	..	..	..	134.75	..
Sterling,.....	9	9	9	270	..	..	..	..	..	3	..	132.77	..
Thompson,.....	13	13	19	849	4	1	..	..	..	..	..	161.05	2
Windham,.....	11	11	29	1,336	2	..	..	..	2	1	1	184.86	..
Woodstock,.....	16	16	16	620	..	..	..	..	..	2	..	141.87	..
15 Towns.	143	140	203	8,639	11	5	1	1	5	22	2	161.88	3

WINDHAM COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Brooklyn,.....	9	..	..	.....	\$20,400 00	2	115	2	\$25 00	..
Ashford,	10	..	..	.....	3,600 00	..	....	..	.....	1
Canterbury,	11	1	..	.....	4,400 00	4	56	..	.....	..
Chaplin,.....	4	..	..	.....	3,600 00	2	53	2	10 00	..
Eastford,.....	7	2	..	.....	1,950 00	..	....	..	.....	..
Hampton,	7	2	..	.....	3,250 00	..	....	5	25 00	1
Killingly,.....	15	3	1	\$4,000 00	54,200 00	1	400	6	55 00	1
Plainfield,	11	1	..	.....	27,850 00	..	....	1	20 00	1
Pomfret,.....	8	1	..	.....	5,900 00	..	....	1	5 00	2
Putnam,	7	1	1	1,740 00	34,250 00	2	....	2	25 00	1
Scotland,	4	1	..	.....	1,250 00	..	....	..	.....	..
Sterling,.....	9	..	..	.....	2,900 00	..	....	..	.....	..
Thompson,	13	1	1	7,600 00	23,000 00	13	190	..	.....	1
Windham,.....	13	..	..	.....	40,200 00	4	1,275	6	70 00	2
Woodstock,.....	16	..	..	.....	10,350 00	..	....	..	.....	..
15 Towns.	144	13	3	\$13,340 00	\$237,100 00	28	2,089	25	\$235 00	10

LITCHFIELD COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sitings.	GRADED SCHOOLS.					Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.				
Litchfield,	1	18	22	688	1	..	1	..	..	2	..	180.00	..
Barkhamsted,	11	11	12	328	1	..	..	..	..	4	..	123.91	..
Bethlehem,	7	6	6	135	..	..	..	..	..	3	..	121.83	..
Bridgewater,	5	5	6	178	1	..	..	..	..	2	..	169.50	..
Canaan,	9	9	9	187	..	..	..	..	..	3	..	170.11	..
Colebrook,	10	10	11	394	1	..	..	..	..	..	..	152.27	..
Cornwall,	14	14	14	399	..	..	..	..	..	..	..	157.21	..
Goshen,	11	11	11	340	..	..	..	..	..	8	..	150.45	..
Harwinton,	12	11	11	328	..	..	..	..	..	3	..	135.54	..
Kent,	13	13	13	425	..	..	..	..	..	3	..	171.53	..
Morris,	6	4	4	134	..	..	..	..	..	1	..	154.75	..
New Hartford,	9	9	14	639	2	..	1	..	..	1	..	176.92	..
New Milford,	18	18	21	756	..	..	1	..	..	4	..	187.71	..
Norfolk,	11	10	12	344	..	1	..	..	..	4	..	153.66	..
North Canaan,	5	5	9	327	1	..	1	..	..	1	..	173.44	..
Plymouth,	8	8	15	557	..	..	1	1	..	1	..	172.13	..
Roxbury,	7	7	7	195	..	..	..	..	..	1	..	152.50	..
Salisbury,	13	12	18	853	4	1	..	..	..	2	..	192.94	..
Sharon,	17	17	18	518	1	..	..	..	..	6	..	174.16	..
Thomaston,	1	4	13	625	1	..	..	..	1	1	..	180.00	..
Torrington,	1	10	20	920	1	..	..	..	1	1	..	198.00	..
Warren,	7	5	5	174	..	..	..	..	..	1	..	153.00	..
Washington,	12	12	12	360	..	..	..	..	..	4	..	156.95	..
Watertown,	9	9	11	376	..	..	1	..	..	..	..	179.09	..
Winchester,	8	8	19	878	..	..	..	1	1	1	..	171.73	1
Woodbury,	14	13	14	424	1	..	..	..	..	2	..	167.13	..
26 Towns.	239	259	327	11,482	15	2	6	2	3	59	0	168.80	1

LITCHFIELD COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Litchfield,	19	4	1	\$11,236 69	\$26,461 27	2	1,500	..	.....	1
Barkhamsted,	11	..	..	.....	3,850 00	..	....	..	.....	..
Bethlehem,	6	1	..	.....	2,800 00	..	....	..	.....	..
Bridgewater,	5	1	..	.....	1,800 00	1	70	..	.....	..
Canaan,	9	1	..	.....	2,600 00	..	....	1	\$10 00	..
Colebrook,	10	..	..	.....	8,700 00	..	....	..	.....	..
Cornwall,	14	1	..	.....	7,900 00	..	....	1	10 00	1
Goshen,	11	2	..	.....	2,325 00	..	....	..	.....	..
Harwinton,	11	1	..	.....	4,375 00	..	....	..	.....	..
Kent,	13	..	..	.....	5,900 00	2	50	..	.....	..
Morris,	6	1	..	.....	1,950 00	2	250	..	.....	1
New Hartford,	9	..	..	.....	19,600 00	1	224	1	15 00	1
New Milford,	18	1	..	.....	18,100 00	4	700	2	25 00	1
Norfolk,	10	..	..	.....	9,250 00	1	25	1	5 00	1
North Canaan,	5	..	..	.....	7,200 00	1	70	1	10 00	1
Plymouth,	9	1	..	.....	9,900 00	5	285	3	25 00	2
Roxbury,	7	..	..	.....	2,000 00	..	....	..	.....	1
Salisbury,	13	4	..	.....	13,550 00	1	161	..	.....	2
Sharon,	17	1	..	.....	7,300 00	1	15	..	.....	..
Thomaston,	11	5	..	.....	22,000 00	1	100	1	25 00	1
Torrington,	10	3	..	.....	22,800 00	2	200	1	55 00	1
Warren,	6	1	..	.....	4,000 00	..	....	..	.....	..
Washington,	12	..	..	.....	6,800 00	..	....	..	.....	1
Watertown,	9	..	..	.....	13,100 00	..	....	..	.....	1
Winchester,	8	..	..	.....	30,350 00	4	630	2	35 00	1
Woodbury,	14	1	..	.....	8,750 00	..	...	..	.....	1
26 Towns.	273	29	1	\$11,236 69	\$263,361 27	28	4,280	14	\$215 00	18

MIDDLESEX COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						Schools averaging 8 or less.	High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.					
Middletown,.....	17	17	21	931	1	..	1	..	..	..	..	175.90	..
“ City,.....	1	3	21	1,050	..	..	..	..	3	..	1	187.00	..
“ Indust'l School,	1	1	5	228	..	..	..	..	..	..	..	241.40	..
“ complete,.....	19	21	47	2,209	1	..	1	..	3	..	1	187.82	..	
Haddam,.....	12	12	15	585	1	1	..	..	..	2	..	161.60	..
Chatham,.....	11	11	14	498	1	1	..	..	..	1	..	164.78	..
Chester,.....	4	4	5	242	1	..	..	..	..	..	..	180.00	..
Clinton,.....	1	3	3	66	..	..	..	..	..	..	..	195.00	..
Cromwell,.....	5	6	8	382	2	..	..	..	..	..	1	178.87	..
Durham,.....	6	6	6	183	..	..	..	..	..	1	..	171.66	..
East Haddam,.....	17	17	19	754	2	..	..	..	..	2	..	163.15	..
Essex,.....	1	8	8	350	1	..	..	..	..	..	..	190.00	..
Killingworth,.....	8	8	8	193	..	..	..	..	..	4	..	137.50	..
Middlefield,.....	4	4	5	188	1	..	..	..	..	..	..	180.00	..
Old Saybrook,.....	1	4	4	202	..	..	..	..	..	..	..	185.00	..
Portland,.....	6	7	16	857	1	1	..	..	1	..	1	199.33	..
Saybrook,.....	1	2	6	277	..	..	..	..	1	..	..	190.00	..
Westbrook,.....	7	5	5	230	..	..	..	..	..	..	..	137.00	..
15 Towns.	103	118	169	7,216	11	3	1	..	5	10	3	176.85	..	

MIDDLESEX COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Middletown,	17	2	..	.....	\$22,225 00	2	190	1	\$15 00	..
“ City,	3	..	..	.....	40,000 00	1	600	1	55 00	1
“ Indust’l School, ..	..	..	..	.....	.....	..	....	..	.....	1
“ complete,	20	2	..	.....	\$62,225 00	3	790	2	\$70 00	2
Haddam,	12	2	..	.....	9,700 00	..	....	3	20 00	1
Chatham,	11	1	..	.....	8,000 00	1	20	3	25 00	..
Chester,	4	..	..	.....	8,000 00	..	....	1	5 00	1
Clinton,	3	1	..	.....	2,000 00	..	....	..	.....	1
Cromwell,	5	..	..	.....	5,900 00	1	50	1	5 00	2
Durham,	6	..	..	.....	3,800 00	6	90	..	.....	1
East Haddam,	17	2	..	.....	14,550 00	6	198	..	.....	1
Essex,	7	..	..	.....	4,500 00	5	200	1	30 00	..
Killingworth,	8	1	..	.....	3,200 00	..	....	..	.....	..
Middlefield,	4	..	..	.....	4,500 00	3	400	4	20 00	1
Old Saybrook,	4	..	..	.....	3,400 00	2	112	..	.....	1
Portland,	8	1	..	.....	17,000 00	4	1,013	4	50 00	1
Saybrook,	2	..	..	.....	1,200 00	1	74	1	15 00	..
Westbrook,	5	..	..	.....	2,700 00	..	....	..	.....	..
15 Towns.	116	10	..	.....	\$150,675 00	32	2,947	20	\$240 00	12

TOLLAND COUNTY.

TOWNS.	Districts.	Number of Schools.	Departments.	Number of Sitings.	GRADED SCHOOL.						High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.			
Tolland,	12	10	10	286	..	..	..	..	..	..	..	146.00	..
Andover,	4	3	3	88	..	..	..	..	..	..	..	130.33	..
Bolton,	5	4	4	146	..	..	..	..	..	..	..	155.50	..
Columbia,	8	8	8	257	..	..	..	..	..	1	..	139.87	..
Coventry,	10	10	12	470	..	1	..	..	..	1	..	157.50	..
Ellington,	9	9	9	300	..	..	..	..	..	..	..	180.00	..
Hebron,	9	9	9	290	..	..	..	..	..	..	..	152.88	..
Mansfield,	14	14	14	448	..	..	..	..	..	2	..	140.71	..
Somers,	10	10	12	368	..	1	..	..	..	2	..	160.83	..
Stafford,	16	16	23	946	2	..	..	..	1	4	..	143.39	..
Union,	6	6	6	182	..	..	..	..	..	1	..	130.00	..
Vernon,	9	9	29	1,100	1	..	..	..	2	1	..	180.00	..
Willington,	9	9	9	390	..	..	..	..	..	1	..	120.88	..
13 Towns.	121	117	148	5,271	3	2	..	..	3	13	..	153.81	..

TOLLAND COUNTY.

TOWNS.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and buildings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Tolland,.....	10	1	..	.....	\$7,400 00	4	200	..	.....	..
Andover,.....	4	..	..	.....	1,500 00	..	....	..	.....	1
Bolton,.....	4	..	..	.....	4,400 00	..	....	..	.....	1
Columbia,.....	8	..	..	.....	4,800 00	..	....	..	.....	1
Coventry,.....	10	..	..	.....	10,650 00	3	215	2	\$15 00	2
Ellington,.....	9	1	..	.....	10,000 00	5	200	..	.....	..
Hebron,.....	9	4	..	.....	4,950 00	..	....	1	15 00	..
Mansfield,.....	14	1	1	\$1,500 00	8,150 00	2	100	..	.....	..
Somers,.....	10	3	..	.....	3,775 00	3	22	..	.....	..
Stafford,.....	16	..	..	.....	38,275 00	1	447	6	55 00	1
Union,.....	6	2	..	.....	2,000 00	4	200	..	.....	..
Vernon,.....	11	..	..	.....	46,500 00	2	500	4	80 00	..
Willington,.....	9	1	..	.....	3,800 00	..	....	..	.....	1
13 Towns.	120	13	1	\$1,500 00	\$146,200 00	24	1,884	13	\$165 00	7

SUMMARY BY COUNTIES.

COUNTIES.	Districts.	Number of Schools.	Departments.	Number of Sittings.	GRADED SCHOOLS.						High Schools.	Average length in days.	Evening Schools.
					2 Departments.	3 Departments.	4 Departments.	5 Departments.	6 or more Departments.	Schools averaging 8 or less.			
Hartford,	233	273	536	24,743	41	8	8	4	19	20	8	181.23	7
New Haven,	166	246	677	32,067	23	9	14	4	38	10	7	190.01	19
New London,	209	223	370	16,322	16	8	10	7	9	38	1	168.11	..
Fairfield,	209	248	491	23,440	25	6	5	2	26	21	4	192.22	3
Windham,	143	140	203	8,639	11	5	1	1	5	22	2	161.88	3
Litchfield,	239	259	327	11,482	15	2	6	2	3	59	..	168.80	1
Middlesex,	103	118	169	7,216	11	3	1	..	5	10	3	176.85	..
Tolland,	121	117	148	5,271	3	2	..	..	3	13	..	153.81	..
The State.	1423	1624	2921	129,180	145	43	45	20	108	193	25	179.08	33

SUMMARY BY COUNTIES.

COUNTIES.	SCHOOL HOUSES.					LIBRARIES.				
	Number.	No. Poor.	Built during year.	Cost of New.	Estimated value of sites and build-ings.	No. Schools having.	No. of Books.	No. drawing State money.	Total amount drawn.	No. Public.
Hartford,.....	270	18	3	\$4,876 84	\$1,883,975 00	96	13,929	69	\$890 00	17
New Haven,.....	260	23	3	38,972 97	1,899,311 89	72	21,750	50	890 00	12
New London,.....	229	18	2	1,060 00	497,910 00	62	5,710	30	495 00	9
Fairfield,	248	17	3	26,286 01	984,736 00	35	4,230	21	700 00	12
Windham,	144	13	3	13,340 00	237,100 00	28	2,089	25	235 00	10
Litchfield,	273	29	1	11,236 69	263,361 27	28	4,280	14	215 00	18
Middlesex,	116	10	..	.....	150,675 00	32	2,947	20	240 00	12
Tolland,	120	13	1	1,500 00	146,200 00	24	1,884	13	165 00	7
The State.	1660	141	16	\$97,272 51	\$6,063,269 16	377	56,819	242	\$3,830 00	97

TABLE SHOWING ENUMERATION OF PERSONS
BETWEEN 4 AND 16 YEARS OF AGE, BY
DISTRICTS, IN JAN., 1888.

HARTFORD COUNTY.

HARTFORD.	
Districts.	Enum. 1888.
First,.....	2,223
South,.....	2,987
Second North,.....	1,293
West Middle,.....	1,009
Arsenal,.....	841
Washington,.....	484
South West,.....	75
North East,.....	475
North West,.....	185
Gravel Hill,.....	33
Total, 10 Districts,.	9,605

AVON.	
1,.....	11
2,.....	31
3,.....	45
4,.....	28
5,.....	31
6,.....	65
7,.....	23
Total, 7 Districts,.	234

BERLIN.	
1,.....	141
2,.....	118
3,.....	33
4,.....	37
5,.....	45
6,.....	40
7,.....	35
8,.....	49
9,.....	74
Total, 9 Districts,.	582

BLOOMFIELD.	
Centre,.....	54
Farms,.....	41
North Middle,.....	23
South Middle,.....	27
Scotland North,.....	16
Scotland South,.....	23
Duncaster,.....	25
South West,.....	24
North East,.....	17
Total, 9 Districts,.	250

BRISTOL.	
1,.....	223
2,.....	133
3,.....	418
5,.....	131
6,.....	63
7,.....	6
8,.....	29
9,.....	18
10,.....	20
11,.....	18
12,.....	28
13,.....	225
Total, 12 Districts,.	1,312

BURLINGTON.	
Districts.	Enum. 1888.
First,.....	22
Second,.....	17
Third,.....	24
Fourth,.....	27
Fifth,.....	25
Sixth,.....	15
Seventh,.....	14
Eighth,.....	17
Ninth,.....	91
Total, 9 Districts,.	252

CANTON.	
Collinsville,.....	297
Suffrage,.....	46
River,.....	40
East Hill,.....	14
Centre,.....	30
South Centre,.....	41
North,.....	26
West,.....	24
Total, 8 Districts,.	518

EAST GRANBY.	
1,.....	43
2,.....	19
3,.....	34
4,.....	14
5,.....	10
6,.....	19
Total, 6 Districts,.	139

EAST HARTFORD.	
1, North,.....	41
2, Second North,...	151
3, Centre, ..	171
4, Second South,...	73
5, Hockanum,.....	90
6, South Middle,...	27
7, South East,.....	24
8, Burnside,.....	187
9, Meadow,.....	106
10, Long Hill,.....	16
Total, 10 Districts,.	886

EAST WINDSOR.	
1,.....	32
2,.....	13
3,.....	32
4,.....	21
5,.....	210
6,.....	21
7,.....	29
8,.....	298
9,.....	9
10,.....	63
11,.....	36
Total, 11 Districts,.	764

ENFIELD.	
Districts.	Enum. 1888.
1,.....	67
2,.....	1,226
3,.....	46
4,.....	37
5,.....	30
6,.....	25
7,.....	19
8,.....	57
9,.....	19
10,.....	26
11,.....	13
12,.....	41
13,.....	155
Total, 13 Districts,.	1,761

FARMINGTON.	
Center,.....	174
East Farms,.....	26
North East,.....	15
Scott's Swamp,.....	29
Union,.....	499
Waterville,.....	12
West,.....	54
Total, 7 Districts,.	809

GLASTONBURY.	
1, Naubuc,.....	107
2, Center,.....	69
3, Green,.....	22
4, Old Church,.....	49
5, Eagleville,.....	57
6, S. Center,.....	96
7, Taylortown,.....	28
8, Matson Hill,.....	12
9, Twine Mill,.....	75
10, Nayaug,.....	24
11, North St.,.....	18
12, Wassuc,.....	29
13, Middle,.....	19
14, Hill, ..	16
15, North East,.....	25
16, Goslee,.....	19
17, Neipsic,.....	40
18, Williams,.....	41
Total, 18 Districts,.	746

GRANBY.	
1,.....	62
2, ..	39
3,.....	10
4,.....	35
5,.....	8
6,.....	27
8,.....	11
9,.....	18
10,.....	25
11, ..	20
Total, 10 Districts,.	255

HARTFORD COUNTY—*continued.*

HARTLAND.		
<i>West Parish.</i>		
<i>Districts.</i>	<i>Enum.</i>	<i>1888.</i>
Center,	17	
Mill,	16	
South,	6	
South Hollow,	22	

<i>East Parish.</i>		
Center,	18	
North East,	17	
South East,	23	
South West,	9	
North Hollow,	9	

Total, 9 Districts, 137

MANCHESTER.		
1,	55	
2,	83	
3,	98	
4,	91	
5,	64	
6,	75	
7,	123	
8,	476	
9,	808	

Total, 9 Districts, 1,873

MARLBOROUGH.		
Center,	21	
North,	13	
North West,	32	
South,	2	

Total, 4 Districts, 68

NEW BRITAIN.		
Consolidated,	4,032	

Total, 1 District, 4,032

NEWINGTON.		
North,	96	
Middle,	78	
South,	33	
South East,	40	

Total, 4 Districts, 253

PLAINVILLE.		
Consolidated,	414	

Total, 1 District, 414

ROCKY HILL.		
<i>Districts.</i>	<i>Enum.</i>	<i>1888.</i>
North,	41	
Center,	68	
South,	61	
West,	48	
Total, 4 Districts, ..	218	

SIMSBURY.		
Center,	47	
Hop Meadow,	42	
East Weatogue,	26	
West Weatogue, ..	25	
Meadow Plain, ..	17	
Bushy Hill,	22	
West Simsbury,	53	
New District, ..	27	
Union,	17	
Westover's Plain,	20	
Terry's Plain,	12	
Tariffville,	91	

Total, 12 Districts, 399

SOUTHINGTON.		
1,	553	
2,	32	
3,	45	
4,	325	
5,	48	
6,	30	
7,	22	
8,	37	
9,	29	
10,	83	
11,	122	

Total, 11 Districts, 1,326

SOUTH WINDSOR.		
First,	49	
Second,	28	
Third,	46	
Fourth,	64	
Fifth,	48	
Sixth,	17	
Seventh,	48	
Eighth,	50	
Ninth,	22	
Tenth,	23	
Joint Districts,	41	

Total, 10 Districts, 436

SUFFIELD.		
<i>1st Society.</i>		
<i>Districts.</i>	<i>Enum.</i>	<i>1888.</i>
North West,	64	
South,	61	
East,	49	
South East,	73	
North,	37	
North East,	56	
Center,	143	

<i>2d Society.</i>		
Center,	74	
South,	36	
West,	35	
North,	37	

Total, 11 Districts, 665

WEST HARTFORD.		
Union,	385	

Total, 1 District, 385

WETHERSFIELD.		
First,	79	
Second,	69	
Third, ..	32	
Fourth,	62	
Fifth,	30	
Sixth,	36	

Total, 6 Districts, 308

WINDSOR.		
1,	47	
2,	30	
3,	119	
4,	46	
5,	40	
6,	41	
7,	17	
8,	51	
9,	155	
10,	48	

Total, 10 Districts, 594

WINDSOR LOCKS.		
Union,	689	

Total, 1 District, 689

NEW HAVEN COUNTY.

NEW HAVEN.		
City District,	17,820	
Westville,	366	
South,	61	
Total, 3 Districts, ..	18,247	

BEACON FALLS.		
1, Center,	39	
2, Nyumphs, ..	17	
3,	27	

Total, 3 Districts, 83

BETHANY.		
1, Center,	43	
2, Gate,	21	
3, Smith,	11	
4, Downs,	9	
5, Beecher,	20	
Total, 5 Districts, ..	104	

BRANFORD.		
Union,	758	

Total, 1 District, 758

CHESHIRE.		
1,	86	
2,	22	
3,	28	
4,	18	
5,	12	
6,	26	
7,	21	
8,	31	
9,	39	
10,	23	
11,	41	
12,	70	

Total, 12 Districts, 417

NEW HAVEN COUNTY—*continued.*

DERBY.		
Districts.	Enum.	1888.
1, Up Town,.....	340	
2, Narrows,.....	343	
3, Neck,.....	77	
4, Ansonia,.....	1,158	
5, West Ansonia,.....	640	
6, Birmingham,.....	1,034	
7, Bear Plain,.....	102	
Total, 7 Districts, ..	3,694	

EAST HAVEN.		
Union,.....	92	
Foxon,.....	37	
Total, 2 Districts, ..	129	

GUILFORD.		
1, Union,.....	309	
2, Clapboard Hill,....	22	
3, Nut Plains,.....	36	
4, Moose Hill,.....	13	
5, Leete's Island,....	51	
7, Sachem's Head,....	16	
8, N. G., South,.....	30	
9, N. G., Center,	35	
10, N. G., North,.....	17	
11, N. G., Bluff,.....	5	
Total, 10 Districts, ..	534	

HAMDEN.		
1,.....	29	
2,.....	21	
3,.....	57	
4,.....	98	
5,.....	64	
6,.....	31	
7,.....	27	
8,.....	89	
9,.....	68	
10,.....	26	
11,.....	41	
12,.....	29	
13,.....	142	
Total, 13 Districts, ..	722	

MADISON.		
1, South Center,.....	27	
2, Hammonasset,....	15	
3, Woods,.....	22	
4, Neck,.....	33	
5, Union,.....	14	
7, North West,.....	20	
8, Boston Street,....	41	
9, East River,.....	26	
10, North Center,....	18	
11, Rockland,.....	23	
12, Summer Hill,....	24	
13, West Side,.....	8	
Total, 12 Districts, ..	271	

MERIDEN.		
Corner,.....	1,760	
Center,.....	882	
West,.....	842	
Railroad,.....	449	
Old Road,.....	333	
Prattsville,.....	537	
Hanover,.....	181	
Farms,.....	56	
East,.....	92	
North East,.....	63	
South East,.....	41	
North West,.....	48	
Total, 12 Districts, ..	5,284	

MIDDLEBURY.		
Districts.	Enum.	1888.
1,.....	29	
2,.....	20	
3,.....	24	
4,.....	38	
5,.....	13	
6,.....	8	
Total, 6 Districts, ..	132	

MILFORD.		
Union,.....	705	
Total, 1 District, ..	705	

NAUGATUCK.		
1, Union Center,.....	702	
2, Union City,.....	276	
3, Millville,.....	39	
4, Middle,.....	37	
5, Straitsville,.....	21	
6, Pond Hill,.....	34	
Total, 6 Districts, ..	1,109	

NORTH BRANFORD.		
First,.....	13	
Second,.....	54	
Third,.....	11	
Fourth,.....	11	
Fifth,.....	4	
Sixth,.....	20	
Seventh,.....	26	
Total, 7 Districts, ..	139	

NORTH HAVEN.		
1,.....	36	
2,.....	34	
3,.....	81	
4,.....	87	
5,.....	8	
6,.....	21	
7,.....	37	
8,.....	31	
Total, 8 Districts, ..	335	

ORANGE.		
Union,.....	550	
Northern,.....	117	
Western,.....	49	
First,	23	
Second,.....	48	
Third,.....	34	
Fourth,.....	12	
Tyler City,.....	59	
Total, 8 Districts, ..	892	

OXFORD.		
1, Center,.....	28	
2, Quakers' Farms, ..	22	
3, Chestnut Tree Hill	19	
4, Christian Street, ..	22	
5, Five Mile Hill,....	7	
6, Riggs Street,.....	7	
7, Bowers' Hill,.....	16	
8, Hull's Hill,.....	25	
9, Red City,.....	22	
10, Shrub Oak,.....	32	
11, Red Oak,.....	12	
12,.....	22	
13, Rock House Hill, ..	19	
Total, 13 Districts, ..	253	

PROSPECT.		
Districts.	Enum.	1888.
Union,.....	97	
Total, 1 District, ..	97	

SEYMOUR.		
Consolidated,	761	
Total, 1 District, ..	761	

SOUTHBURY.		
1, White Oak,.....	31	
2, Bullet Hill,	41	
3, Southford,.....	27	
4, Kettletown,.....	4	
5, South Britain,.....	34	
6, Pierce Hollow,....	21	
7, Purchase,.....	37	
8, Wapping,.....	19	
9, Footatuck,.....	10	
Total, 9 Districts, ..	224	

WALLINGFORD.		
1, Cook Hill,.....	25	
2, Parker's Farms, ..	35	
3, Yalesville,.....	145	
4, North Farms,....	14	
5, 6, Central,.....	950	
7, Pond Hill,.....	29	
8, East Farms,.....	29	
9, N. E. Farms,.....	25	
10, Tyler's Mills,	14	
Total, 9 Districts, ..	1,266	

WATERBURY.		
Center,.....	6,211	
Hopeville,.....	214	
Waterville,.....	120	
East Farms,.....	13	
Saw Mill Plains,.....	74	
Buck's Hill,.....	63	
Bunker Hill,.....	81	
Oronoke,.....	49	
Town Plot,.....	52	
East Mountain,	16	
Total, 10 Districts, ..	6,893	

WOLCOTT.		
Union,.....	132	
Total, 1 District, ..	132	

WOODBIDGE.		
North West,	36	
North,.....	21	
North East,.....	14	
Middle,.....	26	
South West,.....	18	
South,.....	37	
Total, 6 Districts, ..	152	

NEW LONDON COUNTY.

NEW LONDON.	
Districts.	Enum. 1888.
Union,.....	2,438
Total, 1 District, ..	2,438

NORWICH.	
Norwich Town,.....	277
Central,.....	1,504
West Chelsea,.....	965
Greenville,.....	970
Wequonnock,.....	1,036
Falls, or Third,....	296
West Town Street,...	144
Mill, or Yantic, ...	74
East Great Plain,....	66
Scotland Road,.....	22
Plain Hill,.....	17
Wawecus Hill,.....	13
Total, 12 Districts, ..	5,384

BOZRAH.	
First,.....	25
Second,.....	16
Third,.....	51
Fourth,.....	15
Fifth,.....	39
Sixth,.....	76
Seventh,.....	29
Total, 7 Districts, ..	251

COLCHESTER.	
First,.....	261
Second,.....	21
Third,.....	36
Fourth,.....	14
Fifth,.....	45
Sixth,.....	27
Seventh,.....	18
Center, Westchester, ..	34
North East, ".....	22
North West, ".....	20
South East, ".....	10
South West, ".....	25
Total, 12 Districts, ..	533

EAST LYME.	
1, Hill,.....	23
2, Flanders,.....	64
3, Boston,.....	18
4, Niantic,.....	173
5, Black Point,.....	50
6, Mack's Mill,.....	9
7, Toad Rock,.....	40
8, River Head,.....	25
9, Walnut Hill,.....	16
Total, 9 Districts, ..	418

FRANKLIN.	
2,.....	18
3,.....	8
4,.....	12
5,.....	9
6,.....	30
7,.....	13
8,.....	26
Total, 7 Districts, ..	116

GRISWOLD.	
Districts.	Enum. 1888.
1,.....	21
2,.....	6
3,.....	19
4,.....	11
5,.....	7
6,.....	5
7,.....	39
8,.....	69
9,.....	13
10,.....	8
11,.....	5
12,.....	406
13,.....	1
14,.....	15
Total, 14 Districts, ..	625

GROTON.	
1,.....	255
2,.....	53
3,.....	41
4,.....	40
5,.....	233
6,.....	43
7,.....	76
8,.....	27
9,.....	26
10,.....	126
11,.....	162
Total, 11 Districts, ..	1,082

LEBANON.	
1,.....	42
2,.....	20
3,.....	24
4,.....	12
5,.....	22
6,.....	39
7,.....	17
8,.....	12
9,.....	27
10,.....	43
11,.....	7
12,.....	22
13,.....	20
14,.....	14
15,.....	17
16,.....	24
Total, 16 Districts, ..	362

LEDYARD.	
1,.....	14
2,.....	32
3,.....	23
4,.....	21
5,.....	14
6,.....	15
7,.....	18
8,.....	26
9,.....	7
10,.....	3
11,.....	26
12,.....	18
13,.....	31
14,.....	20
Total, 14 Districts, ..	268

LISBON.	
Districts.	Enum. 1888.
Centre,.....	21
Bend,.....	24
South,.....	25
Brick,.....	17
Bagwell,.....	8
Total, 5 Districts, ..	95

LYME.	
1, Bill Hill,.....	26
2, Pleasant Valley,...	27
3, Joshuatown,.....	31
4, North Grassy Hill, ..	16
5, South Grassy Hill, ..	19
6, Sterling City,.....	39
7, Hadlyme,.....	40
Total, 7 Districts, ..	198

MONTVILLE.	
1,.....	44
2,.....	15
3,.....	14
4,.....	253
5,.....	12
6,.....	12
7,.....	9
9,.....	24
10,.....	109
11,.....	26
12,.....	29
13,.....	24
Total, 12 Districts, ..	571

NORTH STONINGTON.	
1,.....	20
2,.....	60
3,.....	35
4,.....	41
5,.....	10
6,.....	26
7,.....	17
8,.....	12
9,.....	11
10,.....	17
11,.....	33
12,.....	13
13,.....	31
14,.....	42
15,.....	17
Total, 15 Districts, ..	385

OLD LYME.	
First,.....	72
Second,.....	13
Third,.....	26
Fourth,.....	39
Fifth,.....	47
Sixth,.....	23
Seventh,.....	33
Eighth,.....	8
Total, 8 Districts, ..	261

NEW LONDON COUNTY—continued.

PRESTON.

Districts.

Enum.

1888.

1, Long Society,.....

119

2, Bridge,.....

246

3, Palmer,.....

11

4, Poquetannock, ...

93

5, Haskell,.....

32

6, Brewster's Neck, ..

43

7, Preston City,.....

20

8, Broad Brook,.....

10

9, Brown,.....

18

10, Kimball,.....

24

11, Crary,.....

18

12, Plains,.....

30

Total, 12 Districts, ..

664

SALEM.

1,.....

18

Central,.....

29

4,.....

10

5,.....

16

6,.....

10

7,.....

9

8,.....

5

Total, 7 Districts, ..

97

SPRAGUE.

Districts.

Enum.

1888.

1, Baltic,.....

156

2, Potopogue,.....

9

3, Hanover,.....

90

4, Lovett's,

29

5, Versailles,.....

242

Total, 5 Districts, ..

526

STONINGTON.

1, Road,.....

23

2, Quiambog,.....

25

3, Mystic Bridge,.....

169

4, Mason's Island,...

8

5, Mystic,.....

96

7, Wheeler,.....

14

8, Wolf Neck,.....

10

9, Borough,

360

10, Wequetequock, ...

36

11, Pawcatuck,.....

22

13, Randall,.....

15

14,.....

9

15, Williams,.....

9

16, Liberty Street,...

356

18, Palmer Street,...

322

19, Harbor,.....

22

Total, 16 Districts, ..

1,496

VOLUNTOWN.

Districts.

Enum.

1888.

3,.....

15

4,.....

180

5,.....

22

6,.....

10

7,.....

16

8, Morgan,.....

12

9,.....

7

10,.....

22

Total, 8 Districts, ..

284

WATERFORD.

1, Lake's Pond,....

27

2, Upper Quaker Hill,

59

3, Lower Quaker Hill,

96

4, Durfee Hill,.....

86

5, Jordan,.....

117

6, Cohanzie,.....

90

7, East Lake's Pond,

14

8, Morgan,.....

33

9, Spithead,

33

10, West Neck,.....

50

11, East Neck,.....

32

Total, 11 Districts, ..

637

FAIRFIELD COUNTY.

BRIDGEPORT.

Union,.....

9,608

Total, 1 District, ..

9,608

DANBURY.

Center,.....

2,811

South Center,.....

577

Mill Plain,.....

51

Beaver Brook,.....

93

Great Plain,.....

51

King Street,.....

42

Miry Brook,.....

40

Middle River,.....

44

Pembroke,.....

17

Westville,.....

18

Long Ridge,.....

26

Starr's Plain,.....

22

N. Ridgebury (fract'l),

5

Deer Hill,.....

116

Total, 13 Districts, ..

3,913

BETHEL.

Center,.....

264

Grassy Plain,.....

262

Plumtrees,.....

58

Elmwood,.....

59

Stony Hill,

19

Wolf Pitts,.....

23

Total, 6 Districts, ..

685

BROOKFIELD.

1,.....

62

2,.....

35

3,.....

33

4,.....

33

5,.....

23

6,.....

34

.....

23

8,.....

17

Total, 8 Districts, ..

260

SPRAGUE.

Districts.

Enum.

1888.

1, Noroton,.....

118

2, Center,.....

149

3, Ox Ridge,.....

44

4, Holmes,.....

46

Total, 4 Districts, ..

357

EASTON.

1, Center,.....

22

3, Narrows,.....

26

4, Union,.....

12

5,.....

27

6, Judd, ...

23

7, Rock House,.....

10

9,.....

13

10,.....

19

Total, 8 Districts, ..

152

FAIRFIELD.

Southport,.....

193

Fairfield,.....

139

Mill Plain,.....

100

Greenfield Hill,...

27

Holland,.....

46

Banks, North,.....

13

Banks, South,.....

17

Burr's,.....

31

Buckley's,.....

47

Fairfield Woods,...

38

Toilsome Hill,.....

31

Hoyden Hill,.....

16

North,.....

39

Deerfield,.....

25

Total, 14 Districts, ..

762

GREENWICH.

1, Meeting House,...

498

2, Cos Cob,.....

112

3, Sound Beach,....

112

4, Mianus,.....

95

5, North Mianus,....

68

6, North Cos Cob,...

41

7, S. Stanwich,.....

65

8, N. Stanwich,....

25

9, Banksville,.....

8

10, Round Hill,.....

51

11, Quaker Ridge, ...

36

12, North Street,....

31

13, Clapboard Ridge, ..

32

14, Peck's Land,.....

20

15, Riversville,.....

36

16, Glenville,.....

173

17, King Street,.....

38

18, Byram,.....

225

19, E. Port Chester, ..

184

20, Pemberwick,.....

34

Total, 20 Districts, ..

1,884

HUNTINGTON.

Center,.....

26

Trapfall,.....

12

Isinglass,.....

19

Booth's Hill,.....

16

Walnut-tree Hill,....

33

Upper White Hills,...

14

Lower White Hills,...

23

French,

42

Corum,.....

23

Long Hill,.....

21

Mill,.....

11

Ferry,.....

634

Total, 12 Districts, ..

874

FAIRFIELD COUNTY—continued.

MONROE.		NORWALK.		STAMFORD.	
Districts.	Enum. 1888.	Districts.	Enum. 1888.	Districts.	Enum. 1888.
Center,	26	1, South Norwalk,...	1,086	Consolidated,.....	3,470
Cutler's Farms,...	30	2, Over River,	633	Total, 1 District, ..	3,470
Stepney,	29	3, Center,	587	STRATFORD.	
Birdsey's Plains,	27	4, East Norwalk,...	391	First,	415
Eastern,	24	5, Winnipauk,	149	Putney,	28
Elm Street,	26	6, Broad River,	133	Oronoque,	24
Walker's Farms,	29	7, South 5-Mile River,	120	Newfield,	567
Total, 7 Districts, ..	191	8, North Center,	96	West Stratford,	225
NEW CANAAN.		9, West Norwalk,...	84	Total, 5 Districts, ..	1,262
1,	227	10, Cranberry Plains,...	41	TRUMBULL.	
2,	24	11, Middle 5-Mile River,	66	Tashua,	26
3,	44	Total, 11 Districts, ..	3,406	Long Hill,	60
4,	46	REDDING.		Chestnut Hill,	40
5,	16	1, Center,	35	White Plains,	34
6,	36	2, Redding Ridge,	33	Daniels' Farm,	18
7,	24	3, Couch Hill,	19	Nichols' Farm,	54
8,	32	4, Diamond Hill,	17	Joint Districts,	24
9,	46	5, Boston,	37	Total, 6 Districts, ..	256
10,	14	6, Hull,	8	WESTON.	
11,	23	7, Umpawaug,	25	Middle,	36
Total, 11 Districts, ..	532	8, Lonetown,	26	Den,	11
NEW FAIRFIELD.		9, Pickett's Ridge,	2	Forge,	20
East Center,	29	10, Foundry,	19	Upper Parish,	27
West Center,	17	Total, 10 Districts, ..	221	Good Hill,	30
Pondville,	16	RIDGEFIELD.		Lyons Plains,	28
Great Hollow,	6	1, Scotland,	33	Total, 6 Districts, ..	152
Centerville,	27	3, Limestone,	18	WESTPORT.	
Great Meadow,	35	4, Titicus,	43	East Saugatuck,	122
Wood Creek,	3	5, West Mountain,	22	West Saugatuck,	131
Total, 7 Districts, ..	133	6, Center,	100	Compo,	109
NEWTOWN.		7, West Lane,	27	Green's Farms,	92
Flat Swamp,	29	8, Whipstick,	25	South Saugatuck,	101
Gray's Plain,	20	9, Flat Rock,	30	Cross Highway,	88
Gregory's Orchard,	26	10, Branchville,	28	East Long Lots,	32
Half Way River,	18	11, Florida,	23	West Long Lots,	51
Hanover,	26	12, Farmingville,	33	Poplar Plain,	32
Head of the Meadow,	9	13, N. Ridgebury,	16	North,	16
Hopewell,	8	14, S. Ridgebury,	21	Total, 10 Districts, ..	774
Huntingtown,	33	Total, 13 Districts, ..	409	WILTON.	
Lake George,	18	SHERMAN.		1,	39
Land's End,	44	1,	20	2,	20
Middle,	59	2,	26	3,	37
Middle Gate,	18	3,	51	4,	26
North Center,	89	4,	16	5,	20
Palestine,	26	5,	10	6,	50
Pohtatuck,	71	6,	22	7,	49
Sandy Hook,	132	Total, 6 Districts, ..	145	8,	22
South Center,	16	WINDHAM COUNTY.		9,	83
Taunton,	35	ASHFORD.		Total, 9 Districts, ..	349
Toddy Hill,	28	1,	13	BROOKLYN.	
Walnut-tree Hill,	50	2,	7	1,	115
Zoar,	49	3,	11	2,	32
Total, 21 Districts, ..	804	4,	17	3,	19
		5,	17	4,	14
		6,	14	5,	50
		7,	14	6,	7
		8,	27	7,	7
		9,	12	8,	19
		10,	12	9,	347
		Total, 10 Districts, ..	144	Total, 9 Districts, ..	610
				CANTERBURY.	
				1, Packerville,	9
				2, Baldwin,	10
				3, Willoughby,	16
				4, Green,	24
				5, Hyde,	6
				6, North Society,	29
				7, Frost,	32
				8, Peck,	19
				9, Smith,	11
				10, Westminster,	29
				11, Raymond,	15
				Total, 11 Districts, ..	200

WINDHAM COUNTY—continued.

CHAPLIN.		Districts. Enum. 1888.		THOMPSON.	
Districts.	Enum. 1888.			Districts.	Enum. 1888.
1, Center,.....	43	White Hall,.....	11	3,.....	77
2, Bedlam,.....	19	Black Hill,.....	19	4,.....	32
3, Natchaug,.....	12	Moosup,.....	248	5,.....	28
4, South East,.....	40	Goshen,.....		6,.....	33
Total, 4 Districts,.....	114	Almyville,.....	8	7,.....	241
EASTFORD.		Pond Hill,.....	15	8,.....	78
1, Eastford,.....	37	Green Hollow,.....	459	9,.....	20
2, East Hill,.....	10	Wauregan,.....	123	10,.....	44
3, Phoenixville,.....	36	Union,.....	1,000	11,.....	40
4, South,.....	6	Total, 11 Districts,.....		12,.....	26
5, Sibley,.....	10	POMFRET.		13,.....	32
6, North Ashford,.....	12	1,.....	54	15,.....	137
7, Shippee,.....	12	2,.....	35	16,.....	635
8, Axe Factory,.....	11	3,.....	23	Total, 13 Districts,.....	1,423
Total, 8 Districts,.....	134	4,.....	8	WINDHAM.	
HAMPTON.		6,.....	55	1, First,.....	624
1,.....	37	7,.....	39	2, Natchaug,.....	1,041
2,.....	12	8,.....	23	3, West,.....	29
3,.....	8	9,.....	45	4, Jerusalem,.....	14
4,.....	16	Total, 8 Districts,.....	282	5, N. Windham,.....	47
5,.....	22	PUTNAM.		6, Windham Center,.....	39
6,.....	18	1, East Putnam,.....	36	7, Warner,.....	22
7,.....	36	2, Sawyer,.....	41	8, S. Windham,.....	70
Total, 7 Districts,.....	149	3, Putnam Heights,.....	14	9, Christian Street,.....	16
KILLINGLY.		4, Gary,.....	35	10, Back Road,.....	15
1, Danielsonville,.....	537	5, Center,.....	661	11, Brick Top,.....	45
4, Center,.....	119	6, Rhodesville,.....	771	Total, 11 Districts,.....	1,962
5, Mashentuck,.....	23	Total, 6 Districts,.....	1,558	WOODSTOCK.	
6, Dayville,.....	162	SCOTLAND.		1,.....	35
7, Williamsville,.....	196	1,.....	22	2,.....	40
8, Attawaugan,.....	163	2,.....	24	3,.....	35
9, Ballouville,.....	136	3,.....	21	4,.....	42
11, Tucker,.....	5	4,.....	20	5,.....	46
12, Chestnut Hill,.....	117	5,.....	6	6,.....	16
13, Valley,.....	65	Total, 5 Districts,.....	93	7,.....	20
14, Sparks,.....	28	STERLING.		8,.....	25
15, Ledge,.....	13	1, Ekonk,.....	22	9,.....	55
16, S. Killingly,.....	28	2, Bailey,.....	13	10,.....	29
17, Horse Hill,.....	24	3, Sterling Hill,.....	27	12, Natchaug,.....	33
18, Warren,.....	20	4, Oneco,.....	61	13,.....	16
Total, 15 Districts,.....	1,636	5, Stone Factory,.....	47	14,.....	24
PLAINFIELD.		6, American,.....	10	15,.....	35
Middle,.....	60	7, Titus,.....	17	16,.....	14
Stone Hill,.....	18	8, Checkerberry,.....	8	Total, 16 Districts,.....	479
Flat Rock,.....	26	9, Granite,.....	19		
South,.....	13	Total, 9 Districts,.....	224		

LITCHFIELD COUNTY.

LITCHFIELD.		BETHLEHEM.		CORNWALL.	
Consolidated,.....	715	1,.....	37	1,.....	41
Total, 1 District,.....	715	2,.....	15	2,.....	26
BARKHAMSTED.		3,.....	14	3,.....	15
1, Center,.....	27	4,.....	8	4,.....	12
2, Center Hill,.....	18	5,.....	14	5,.....	14
3, Washington Hill,.....	16	6,.....	11	6,.....	23
4, North East,.....	6	7,.....	7	7,.....	20
5, South East,.....	18	Total, 7 Districts,.....	106	8,.....	58
6, South Hollow,.....	12	BRIDGEWATER.		10,.....	20
7, North Hollow,.....	18	1,.....	70	12,.....	18
8, Green,.....	27	2,.....	18	14,.....	15
9, Riverton,.....	67	3,.....	15	15,.....	50
10, Valley,.....	15	4,.....	16	16,.....	12
11, Mallory,.....	22	5,.....	14	17,.....	16
Total, 11 Districts,.....	246	Total, 5 Districts,.....	133	Total, 14 Districts,.....	340

TABLE VI.—STATISTICAL TABLE SHOWING PRINCIPAL
OF NEW LONDON

TOWN.	How many study the subject?	How many classes?	To how many taught orally?	How much time per week to subject?	How many books prescribed?	How many books in library?	How are such books used?	Is work anything more than effort of memory?	What method of recitation used?	Does discipline result?
10	5	2	0	4	2	0	.....	Yes	Comparisons, talks, questions	No
11	4	3	0	2	2	0	.....	No.....	Memoriter.....	No
12	14	4	0	3	2	0	.....	No.....	Memoriter.....	No
D										
1	11	3	0	5	2	5	Not used	Little.....	Questions.....	No
2	9	5	0	2½	3	0	.....	No.....	Book questions.....	No
3	11	5	0	5	2	0	.....	No.....	Questions and answers....	No
4	3	1	0	1	2	0	.....	No....	Questions and answers ..	....
5	18	2	7	2½	3	0	.....	Yes	Questions and talks.....	Yes ...
6	23	2	0	3	2	3	Not used	No.....	Questions and answers....	.....
7	21	3	0	3½	2	0	.....	Very little..	Questions and answers....	No
E										
1	22	3	0	6	3	0	.....	Yes	Talks, questions, compositions	Some ..
2	5	3	0	5	2	0	.....	No.....	Book questions.....	No
3	56	7	0	4½	2	0	.....	No.....	Book questions.....	No
4	7	4	0	3½	2	0	.....	No.....	Book questions....	No
5	10	3	0	10½	2	0	.....	No.....	Book questions.....	No
6	58	5	0	7½	2	Several	.....	Yes	Questions, talks, maps, etc.	Yes....
7	9	3	0	2	2	0	.....	No.....	Book questions.....	No ...
8	10	5	0	4½	2	0	.....	Yes	Book questions.....	No
9	7	3	0	6	2	0	.....	Not much..	Use maps a little	No
F										
1	20	20	0	12½	2	0	.....	No.....	Memoriter.....	No
2	26	3	0	4½	2	0	.....	No.....	Memoriter	No
3	14	3	0	3½	3	A few	Not used	No.....	Book questions.....	No
4	28	4	0	7½	3	0	.....	No.....	Book questions.....	No ...
5	..	..	..	..	..	..	.....	.....	.....	.....
6	31	3	0	5	2	0	.....	No.....	Book questions.....	No ..
7	17	6	0	2½	2	0	.....	No.....	Book questions.....	No
8	11	3	0	5½	2	0	.....	Not much..	Book questions.....	No
9	20	3	0	3½	2	0	.....	No.....	Book questions.....	No
10	25	3	0	3½	2	0	.....	Some	Book questions principally	No ...
G										
1	18	3	Some	7½	3	0	.....	No.....	Book questions.....	No ...
2	3	2	0	2½	2	0	.....	No.....	Book questions.....	No

Is there useful information?	If oral work, in what year?	What plan of oral work?	Is there map drawing?	Is there reading of maps?	Is there any apparatus or collection?	Any plan other than in text-book?	Does teacher make any preparation?	How is knowledge of subject tested?	Are children interested?	TOWN.
Yes	Yes ..	No..	No.....	Yes....	Sometimes	Questions	Yes....	10
Little.	No...	No..	Wall maps....	No....	No....	No test... ..	No....	11
Little.	No...	No..	No.....	No....	Some..	Questions	Many..	12
Yes	No...	No..	No.....	Not much	No....	Reviews.....	No....	D 1
No...	No...	No..	No.....	No....	No....	No test.....	No...	2
No...	Second	A few talks	Some	No..	Globe.....	No...	Very little	No test.....	No...	3
.....	Very little	No..	No.....	No....	No....	No test.....	No....	4
Yes ..	Third..	Talks	Yes ..	No	No	Yes....	Yes....	Examinations ..	Yes....	5
.....	No...	No	Globe and maps	Not much	A little.	Reviews	No....	6
Alittle	Yes ..	No..	No.....	Not much	"Yes"	No test.....	"Yes"	7
Yes	No...	No..	No.....	Some..	No....	No test.....	No....	E 1
Little.	Occasionally	No..	No.....	No....	No....	No test.....	No....	2
Little.	No....	No..	No.....	No....	No....	Examinations..	Yes...	3
Little.	No....	No..	No.....	No....	No..	Review.....	Yes....	4
Little.	Yes....	No..	No.....	No....	Yes....	No test.....	Yes....	5
Yes	Yes....	Little	Yes..	Yes....	Yes....	Oral tests.....	No...	6
Very little	No...	No..	No.....	No....	No....	No test.....	No....	7
Very little	No...	No..	No.....	No....	No....	No test	No....	8
Little.	Little..	No	No.....	A little	No....	Reviews.....	No...	9
Little.	No...	No..	No.....	No....	No....	No test.....	No....	F 1
Little.	Yes....	No..	Maps, globe...	No....	Sometimes	Reviews.....	No...	2
Little.	Yes....	No..	Maps	No....	No....	Reviews.....	No....	3
Little.	No...	No..	Maps	No....	No....	No test.....	No....	4
.....	5
Little.	No...	No..	No.....	No....	No....	No test... ..	No....	6
Little.	No....	No..	Broken globe ..	No...	No....	No test.....	No....	7
Little.	Yes....	No..	Maps	No....	No....	No test.....	No....	8
Little.	No...	No..	No.....	No....	No....	No test.....	No....	9
Yes	No....	No..	No.....	A little	Yes....	No test.....	No....	10
Little.	Teach name of town, county, etc.	No....	No..	No.....	No....	No....	No test.....	Yes....	C 1
No...	No....	No..	No.....	No....	No....	No test.....	No....	2

EXTRACTS

FROM

THE REPORTS OF SCHOOL VISITORS.

The topics are arranged alphabetically.

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REPORTS OF SCHOOL VISITORS.

Appliances, School-room.—Third, I must allude to the great desirability of making our school-rooms, and of providing the necessary attractive helps. In some of our school-houses we have not the necessary outline maps. They are old and thus out of date. A Webster's dictionary, all to pieces practically, and of ancient date ought to be removed, and a new one provided. We ought to have good blackboards and other adequate facilities as far as possible. — NORTH BRANFORD, *Rev. F. Countryman, Acting Visitor.*

Arbor Day—Has not been much observed by the schools or citizens of our town, but we hope that other districts will follow the example set by the Second, and go on until every school-house shall be surrounded by ornamental shrubs, trees, and even flowers, and made more beautiful and attractive than any residence in town. — STERLING, *J. A. B. Douglass, Acting Visitor.*

Arithmetic.—To teach those things that are most essential in arithmetic, keeping in view the ends of *clear reasoning* and *rapid computation*, is the generally accepted purpose. The foundation for this work is now effectively laid in dealing with numbers of things in a thorough, systematic way, until experience is gained in all necessary operations.

The features of arithmetical training that deserve special attention at present are:

1. More persistent and longer continued drill upon the simple processes, with both whole and fractional numbers.
2. More oral work in every grade to illustrate the various principles and secure readiness in their use. For this work small numbers, whole or fractional, which can be easily handled by the mind, may be employed. Many of the long exhaustive problems in the arithmetic demand a needless waste of time and energy, and may be omitted.
3. More concrete work all along the line. More of real business should be experienced and more tangible appliances should be used. There should be in the school more of actual weighing, measuring, buying, and selling, more of the business of the bank, the insurance office, the lumber yard, the custom house, and the market.

If united effort can be directed to these features I do not hesitate to say that, even with less time than is now given to arith-

metic, better results can be obtained.—NEW HAVEN, *S. T. Dutton, Superintendent.*

Arithmetic, Illustrative Lesson in.—In this connection a few specimens of a kind of language work attempted in the Seventh and Eighth classes in Arithmetic is presented. The pupils are asked to write a problem embracing operations within the limits of a certain number. To this problem they must write the correct answer. Each pupil then reads to the class his problem which must be solved mentally and the answer given orally within a reasonable time, or he answers and explains it himself. The following are samples just as they came from the hands of the pupils:

1. "I had 90 cents; I lost $\frac{5}{8}$ of it; how many dimes would I have to put with it to make 93 cents?" Age 9.

2. "A man's meat bill is 50 dollars. He only has 16 dollars. How much money would he have to earn to pay it?" Age 8.

3. "I had 51 cents and I lost 1 cent; then how many pounds of candy can I get at 10 cents a pound, and how much money will I have left?" Age 7.

4. "I have 49 cents. How many fifths of a twenty-five cent piece have I?" Ans. "I will have 9 fifths of a twenty-five cent piece and 4 cents over." Age 8.

5. "A man sells 51 bushels of apples in seventeen days. How many does he sell in one-half day?" Ans. "He sells one bushel and a half." Age 8.

6. "If it is twenty-seven feet half-way across the pond, how much will it be all the way?" Age 9.

7. "I had 96 cents; I lost 48 cents and bought some peanuts at 2 cents a pint with the money I had left; how many quarts did I buy?" Age 10.

8. "I had 91 pigeons; 3 of them died; how many pairs of pigeons have I left?" Age 11.—NORWICH, CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Attendance.—In order that pupils may gain the greatest good from their school work, it is necessary that they be regular in attendance. As the school registers are not yet made out for the year, it cannot be stated definitely, still it is probable that the per cent. of attendance will prove higher this year than last. Yet the attendance is not what it should be. Teachers can do much to secure regularity of attendance on the part of pupils by making school work interesting and evidently profitable, and by inculcating on every suitable occasion the lesson of regularity and punctuality. But all efforts of the teacher is vitiated when parents allow their children to come late to school or not come at all, as convenience may suggest. Such parents complain if excuse for tardiness or absence of their children be asked for, simply because no valid excuse can be given. Now if there is any one thing that our schools should endeavor to teach both by precept and

example, it is this same lesson of punctuality. If this lesson is not learned, the child has no sufficient guarantee for success in life, although all other elements of character which contribute to success be gained. And this lesson cannot be taught or learned in a month or year, often not in a lifetime. The chances for acquiring such a desirable element of character diminish as the child grows older, and habits, evil or good, become fixed. The time for acquiring the habit of punctuality is during school days and in school work, as in all other duties which are demanded of the child. And the parent who is thoroughly alive to the best interest of his child will use every effort to help that child gain so important a trait of character.

While teachers are willing to do all in their power in this direction, the result of their effort is poor success and discouragement unless seconded by home influence. The loss to the child by an occasional but unnecessary day's or hour's absence from school, is not to be measured by the amount of school work thus omitted, but by his failure to learn at the appointed time, one of life's most important lessons.—WALLINGFORD CENTRAL DISTRICT, *F. J. Heavens, Principal.*

Attendance.—That is to say—*every day in the last school year, nearly one-half the children of this town were not in school.* Some allowance should doubtless be made on account of age, stormy weather oftentimes preventing the younger children from getting out to school; but an examination of the school registers shows that many of the older children are much of the time absent.

Irregular attendance, truancy, and tardiness—these are very serious evils with us. And the remedy lies not alone in the hands of the school officers, but mainly with parents; for without their willing assistance and active co-operation, these great obstacles to the success of our schools cannot be effectually overcome. If parents could only be made to realize that in keeping their children out of school they were doing them an irreparable wrong and injury, defrauding them of rights which are theirs—the right of an education that will fit them for the duties of citizenship, and allowing them to form habits which in after life it will be almost impossible to correct—if parents did but realize this, the evils of which we are called upon again and again to complain could very easily be remedied.—NAUGATUCK, *Rev. E. C. Gardner, Secretary.*

Attendance, Duty of State Concerning—The responsibility for irregular attendance lies to some extent with the child, the parent, and the school officers, but the chief fault is with the State. More stringent laws should be enacted, and provisions for their enforcement provided so that no child of school age for trivial reasons can escape regular attendance in the schools when they are in session. The inestimable benefits of education are recognized, as of supreme importance. School moneys are liberally distributed and the laws compelling attendance should be strict

and so enforced in every county that no idle children can be found in the streets. — ORANGE, *Dr. J. F. Barnett, Acting Visitor.*

Attendance, Irregular. — The two great obstacles to success in the schools are irregularity of attendance and the want of coöperation on the part of the parents. Both regularity on the part of the pupils and sympathy by the parents with the teacher are absolutely necessary, and must go hand in hand, or failure of good schools and good scholarship is sure to follow. — CANTON, *W. W. Bidwell, Acting Visitor.*

Attendance, Irregular. — We must again mention the subject of irregular attendance in our schools. It seems to grow worse year by year, as any one will see for himself by looking at the statistical tables in our report. There is scarcely a school in town where the average attendance is much more than one-half of the enumeration for the district, and some districts less than one-half. The fault must be mainly with the parents in keeping, perhaps thoughtlessly, their children out of school a portion of the time. It costs just as much to support a school with this small average attendance, besides being a great hindrance to the advancement of the child in its studies and trouble to the teacher, as it would if all attended more regularly. Why will not parents look at the subject in its proper light and see if we cannot in the future have a better attendance in all our schools? — WILMINGTON, *L. W. Holt, Acting Visitor.*

Attendance, Irregular. — Irregular attendance is one of the great drawbacks in most of our schools, and its evil effects are seen not only in those who are absent, but upon the habitual attendants. The absentees fall behind and the others are necessarily held back on their account.

This matter cannot be remedied by the teachers but does rest in the hands of parents. They can see that their children are in school regularly. — PLAINFIELD, *Rev. S. H. Fellows, Acting Visitor.*

Attendance, Irregular. — This evil, always great, has increased of late years. It compels the class work of the previous day to be repeated each day for the benefit of the absentees of the preceding days and hinders the progress of all the scholars in their work. It ought to be understood by parents that the detention of their children from school is not only a loss to them, but to all the children in the same grade. If the evil continues it will be necessary to ask the town to make the rules and enforce the penalties permitted by the State law against the parents of such children, as are neglectful of school duties and privileges. — TORRINGTON, *W. A. Cowles, Secretary.*

Attendance, Rights of Parents in Relation to. — It is claimed by some parents that they have a right to keep their children out of

school at any time and for any reason. Provided the rules made by the board respecting attendance and the statute are complied with, they do have such a *legal* right; but they do not have a *moral* right to absent their children from school unnecessarily. A day's absence on the part of one pupil interferes with the progress of the whole class, or makes special instruction by the teacher necessary. Granted, then, that every pupil is entitled to the enjoyment of school privileges without unnecessary interference from others, and it follows that unnecessary absence from school is *wrong*, since it works injustice to others. — MIDDLETOWN, *W. B. Ferguson, Superintendent.*

Attendance, Rules Relating to. — 1. Teachers shall investigate all cases of absence and tardiness, and may require excuses for the same from the parent or guardian, in writing or in person.

2. An excuse in writing, signed by the parent or guardian, giving as the reason for absence or tardiness the sickness of the pupil, or serious sickness of some member of the family, or death of friends, must always be accepted as sufficient by the teacher.

3. No pupil shall be allowed to leave school before the regular hour of dismissal, except when the principal judges it to be necessary, or when the pupil presents a satisfactory excuse. In all other cases the leaving before school is dismissed shall be counted as an absence.

4. Any pupil who is absent or tardy five times in any school month without presenting satisfactory excuses therefor may be placed in a lower grade. Teachers shall preserve a memorandum of each case of absence or tardiness where a satisfactory excuse is not presented.

5. The preceding rules shall not apply to primary grades.

6. If a satisfactory excuse shall not be presented by a pupil for single cases of absence or tardiness, the pupil in fault may be punished therefor by the principal by deprivation of privilege or otherwise. — BRISTOL, *J. J. Jennings, Acting Visitor.*

Bidwell, Dwight. — With a well-earned reputation as a teacher of superior ability, Mr. Bidwell took charge of the school on the opening of the new building in 1871, and continued without interruption till near the close of the last term, when he was compelled by illness to relinquish his work. With a mind disciplined by accurate observation, wide reading and thorough study, in hearty sympathy with the young and understanding well their ways and needs, devoted in every fiber of his nature to his profession he has left his impress on the character of a large number of pupils who remember with gratitude how much they owe to him for the inspiration to high aims and for the elements of success in life. — MANCHESTER, *Acting Visitors.*

Books for Schools.—A great want in most of our schools is, books of reference for teachers and outline maps of recent date for the scholars. It cannot be expected that the teachers will furnish these to any great extent, however much they may feel the need of them. A little effort on the part of the district committees, or some one in the district, to raise enough money to secure the State appropriation for school libraries, would in a few years give each district a good reference library. Each district can procure at least \$10.00 worth of books a year, by raising half that amount, and the large districts more. A set of wall maps, a dictionary, an encyclopedia, books on theory and practice of teaching can easily be thus secured.—PLAINFIELD, *Rev. S. H. Fellows, Acting Visitor.*

Buildings, School, Neatness of.—There is need of reformation in this regard. Some of our school-rooms, at times, and the yards at all times, are unsightly objects. It would seem to be within the province of the teacher that she should have an alert oversight in this direction, see that the school-room, outbuildings, and yard are at all times clean and orderly. The several districts should neatly grade and remove unsightly obstacles from the yards. Then, the school premises should be made an "object lesson" by the teacher, in the line of tidiness. This, even, is a part of school character-building.—WILLINGTON, *Chas. T. Preston, Acting Visitor.*

Classes, Necessity for Diminishing the Number of.—While it is clearly necessary steadily to advance the qualifications for our teachers, it is just as necessary to reduce the number of classes, in order to the highest efficiency of teaching. Our schools will continue to be crippled until they are better classified. How this is to be done, with the present disparity in age and scholarship, is still an unsolved problem.—CANTON, *Frederick Alvord, Acting Visitor.*

Committee, District, Duties of.—First, as has already been intimated the district committee is very closely identified with both the work and the success of the school. His work may be more indirect, relative to the education of the children, than that of the teachers, but cannot possibly be less essential or less important. It is his duty to hire the teacher—a very important matter indeed, since good teachers usually have good schools, and vice versa. He must look carefully after all repairs necessary to be made upon the school buildings, in order that the school-room be always comfortable and every appliance for carrying on the work be in perfect order. He should feel the necessity of providing all the furniture, apparatus, and other aids required, in order that the best results be secured. In nearly all the ungraded schools, charts, maps, globes, and reference books are needed. The law provides for the payment of these in part, by the State, while the

balance may be reported under the head of incidentals and be paid for by the town. There can be no excuse for neglect of duty. The district committee should feel the importance if not the dignity of his position. His superintendence of the school should be faithful and constant. And last of all he should find time to visit the school twice each term, and note both the progress the scholars are making and the methods of instruction used by the teacher. — ENFIELD, *Acting Visitors*.

Committees, District, Failure to Make Returns Promptly. — A word to district committees. As Secretary of the Board of School Visitors, I have had considerable difficulty this year in correctly reporting returns to State Board of Education and Comptroller — the incompleteness and incorrectness of district returns has made me no little trouble. The enumeration of children between 4 and 16 years of age last January was incorrect in two districts, leaving out several children that should have been enumerated, the town suffering, as a consequence, in receiving less than it should from the State treasury.

The annual district returns, due September 20th, came in, in a majority of cases, incomplete and in some cases incorrect, both as regards school registration and financial statement, and but for the thorough manner of filling out the school registers by the teachers, and access we have to town order book, it would have been next to impossible to have made full and correct returns to the State authorities. These statements do not apply, of course, to those committees who have done their duty thoroughly and well — and there are some that have done so. This is not said in a complaining mood, but that the school business of the town may be done in a more thorough manner. — GRANBY, *F. J. Jewett, Acting Visitor*.

Consolidation has never commended itself to my judgment in past years. Observation and experience have disclosed many defects in this course, and also many excellences in the district system, with a preponderance in favor of the latter; but the developments of the past year have reversed the above conclusions. Still it is with me very questionable whether our people are ready to adopt it with that understanding interest which will insure its success. If the law would allow us to form two districts in the town, many objections to the plan would be obviated. — PLYMOUTH, *L. D. Baldwin, Acting Visitor*.

Consolidation of Districts. — This important matter is again urged upon the attention of our voters. One by one our smaller districts are becoming extinct, school-wise. The joint board was obliged this year to pass over three districts, in the appropriation of money for the maintenance of their schools, on account of non-attendance. By consolidation manifest injustice to the children in the smaller districts, and district quarreling in general,

would be stopped. What more fitting place to discuss and provide measures for the successful administration of our schools than in open town meeting? Let Willington be in the van, abreast with the nineteen other towns in the State which have adopted the town system under the existing law, rather than wait for a compulsory act, which is surely near at hand. It is gratifying to note in this connection that the present joint board of selectmen and school visitors is unanimously in favor of the measure. These views are earnestly and sincerely expressed by the writer, as he closes his term of three years pleasant service. Fear of "unpopularity" at the polls is surely no factor in forming the conclusions he arrives at. Neither does he arraign his associates in the board. The writer himself feels that he has been remiss in his duty. He may well say, with them, that "public opinion" and custom were such he feared to do his whole duty. — WILLINGTON, *Chas. T. Preston, Acting Visitor.*

Deposit Fund, Town. — I would like to call the attention of the board to the *use* or *misuse* of *The Town Deposit Fund*. It was given by the United States and accepted by State and town upon the express condition that *it be used for the promotion of education in the common schools*. Does it improve our schools or promote education in the least? Have we a school more? or of higher grade? or have we more or better libraries? is it used to retain experienced and satisfactory teachers? We answer *no* to each of the above questions, yet they suggest ways which the sum of four or five hundred dollars — the supposed income of the fund — might be used under the direction of the School Visitors, and thus carry out the purpose of the fund. — GLASTONBURY, *H. E. Loomis, Acting Visitor.*

Discipline. — In visiting a school which is under good control, we do not see much of the government. The question with the scholars whether or not they were to obey the teacher, had been settled early in the school term.

In a school where the government has failed we do not commonly see any bad or disorderly conduct during the visit; but we shall always notice this peculiarity. The scholars all appear to be very much pleased about something; and this we shall find was a highly amusing series of exploits performed by the scholars before the visitor entered.

At the beginning of a school term with a new teacher, a number of the scholars will usually do something to try the teacher, their object being to find out, without any unnecessary delay, how much liberty they can have, or if they can do as they please without regarding the teacher. If in the first days of the school the teacher fails to meet these tests of government, the school will be an inferior one, and perhaps a failure.

Occasionally some benevolent individual has advocated the disuse of corporal punishment. Although but little notice is taken

of such a question, public opinion has changed from what it was many years ago. Corporal punishment was then regarded as the principal means of government. At present it is usual to resort to other means at first: the withdrawal of some accustomed privilege, or the keeping after school, often has the desired effect, while the more decided means are to be used in case of necessity. — BLOOMFIELD, *Dr. Henry Gray, Acting Visitor.*

Discipline. — There have been few serious cases of discipline during the year. Extreme measures have been resorted to in only a few cases of an exceptionally serious nature, but the superintendent has endeavored to make it evident that unruly and rebellious pupils could settle with their teachers on easier terms than with him. It may be thought by some that the schools have been under too rigorous discipline, but those who think so are not acquainted with the real government of the schools. Corporal punishment has not been frequent, and the necessity for its infliction has been less frequent the latter part of the year. The true end of school discipline has certainly been kept in view. To obtain prompt obedience, industry and sufficient quiet for study and recitation has been the first aim, but not the only one. To train to self-government by the cultivation of right motives and the formation of correct habits has been the ultimate aim. Only as discipline thus assumes a moral nature, does it recognize the supreme function of the public school, — the formation of true character. The teacher who has frequent occasion to inflict corporal punishment lacks elements that win genuine respect and obedience, and her retention is open to serious objection; but the teacher who fears to meet rebellion, confusion, and persistent idleness with needed severity, is weakness personified and should be dismissed. Better rule with a severe hand than allow the school to become a mob. Order must be secured in some way, or all the benefits of school are lost. — MIDDLETOWN CITY DISTRICT, *W. B. Ferguson, Superintendent.*

District Meetings. — The statutes relating to annual school district meetings and Joint Board meetings heretofore have been, and now are, in many respects, not creditable to the Legislature; inconvenient and troublesome to all school officers and school people; and absurd, not to say ridiculous, in fact. The school year begins on Sept. 1st. There are about 1,450 school districts in the State, in very many of which, to say the least, the schools open, as they do in Greenwich, on the first Monday of September, and run on (exclusive of vacations) for ten months, 200 days, late into June. The average length of all the public schools of the State is about 180 days. The annual district meeting should not be holden until the schools are closed, the affairs of the district wound up for the year, and the annual district reports made out by the committees and returned to the Board of School Visitors. The present statute requires these annual meetings to

be holden in June, while many schools are still running, so that the affairs of the districts for the year cannot be wound up. In many cases, too, the meetings result in a change of officers, giving rise to the question, — Whether the outgoing or the incoming committees shall finish up the year's business and make report to the Board? In eight districts of Greenwich, in June, this year, there were committee changes; and when the undersigned called upon the newly chosen committees for the districts reports, the answer was, — "*Go to the old committee, who has the facts: I cannot report.*" Application to old committees, who were not always amiable, met with the simple reply, — "*I am not the committee, how can I report?*" At some of the meetings the district treasurers and committees made partial reports, covering the time since the previous June meeting. If there is any wisdom in carrying a part of a district's yearly transactions from one school year into another, a most perspicacious eye is needed to see it. And whoever undertakes to secure annual reports from the twenty school districts of Greenwich will feel the force of the foregoing remarks. — GREENWICH, *Myron L. Mason, Secretary.*

District Meetings, Neglect of. — The board of visitors would call attention to the criminal negligence and indifference of many districts to the annual meeting for the appointment of officers and provision for the school. It is with great difficulty enough voters can be induced to attend to transact the necessary business. If districts desire to maintain the district system before the State against the town management now so persistently urged, they must make a better show of interest in their yearly provision for their schools. — MADISON, *Rev. J. A. Gallup, Secretary.*

District System. — We cannot hope for any very decided improvement in our schools under the present district system. — SOMERS, *M. F. Gowdy, Acting Visitor.*

Enumeration. — This subject is emphasized because it needs attention at the hands of the legislature. The enumeration is made in January and furnishes data for the calendar year. The registry year runs from September 1st to September 1st. Consequently neither helps the other. The enumeration ought to be made for the year ending August 31st, and then the names on one would check against those on the other and furnish a very valuable test of the accuracy of each, and a sure guide for the discovery of absentees. At present neither is of any material help in determining the accuracy of the other. — BRISTOL, *J. J. Jennings, Acting Visitor.*

Geography, Illustrated Lessons in. — In order to make the language work of the Ninth Class most definite, and also to prepare for the study of geography in the Eighth Class at the beginning of the coming year, a course of observation lessons involving the

teaching of the common terms used in the study of geography was arranged for the spring term and successfully carried out. The following was the plan :

1st Week : — Land ; surface, rough, smooth, high, low.

2d Week : — Hill ; up, down, foot, sides, top, slope, slant.

3d Week : — Plain ; level, grassy, park, use in cities.

4th Week : — Valley ; between what, river-bed, low-land.

5th Week : — Water ; liquid, deep, shallow, uses.

6th Week : — Brook ; rise, source, empties, mouth, bed, banks, current, runs, flows.

7th Week : — River ; channel, other topics same as brook.

8th Week : — Pond ; edge, shore, border, middle, surface, outlet, inlet, coast-line.

9th Week : — Sun ; light, heat, sunrise, sunset.

10th Week : — Clouds ; formation, vapor, fog, mist, rain, snow.

11th Week : — Horizon ; right, left, before, behind, east, west, north, south, weather-vane, compass.

12th Week : — School-yard ; boundaries, distance, direction.

All the objects in the above plan are easily seen by children in our schools, and it was thought that through the skillful direction of the teacher the intelligent use of the terms descriptive of them might be secured, thus introducing the pupil naturally to the language belonging specifically to geography. The teaching has been well and faithfully done, and I feel confident that this class will enter upon the study of geography with greater interest and profit than any class preceding. — NORWICH, CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Gradation of Schools.— In every district except those having the smallest registration, a step towards a graded system can be taken by separating the primary from the more advanced work. Every district school will then have two departments, and if a separate room and teacher cannot practically be provided for each, a schedule of work can be made out by the teacher on the basis of this division so that each can receive their full share of attention. We would say to every teacher, 1st, make two grand divisions — a primary and a more advanced ; 2d, have the fewest possible classes in each, and 3d, divide your time equitably between both departments. This is the only way of increasing the efficiency of a district school, and raising its standard of scholarship. — ORANGE, *Dr. J. F. Barnett, Acting Visitor.*

Graded System.— The successful operation of a graded system of schools presupposes two things :

1. That some definite amount of work is accomplished in each year in the several studies.

2. That there is a reasonable uniformity in the character and amount of instruction given in the corresponding grades of the different schools.

The assignment of certain subjects or topics to each year or grade is intended to meet the first of these considerations, and is certainly a better arrangement than to prescribe a certain number of pages of text-book.—NEW HAVEN, *S. T. Dutton, Superintendent.*

Graduation.—Sixty-five pupils from seven districts entered the examination for graduation from the common school course, of whom fifty-seven received diplomas and forty-five entered the high school. This plan of determining who shall graduate from the course may not be the best in the world. The board will be glad to receive suggestions as to a different plan.

It is the only one that at present seems feasible. Several scholars are rejected every year simply because they ought not to enter the examinations. They know it, their teachers know it. By entering and failing to pass, they cause others of their acquaintance in subsequent years, who do not understand the circumstances, needless anxiety and worry. The examiner has in mind one or two such who were devoured by anxiety lest they should fail, and yet they really stood near the head of the list. If this system is to be continued it is hoped this difficulty may be obviated by removing the cause. That is, let the teachers avoid cramming but see that the pupils do their daily work well, at the appropriate time; then there will be no difficulty in their writing the examination. Let those who ought not to enter by reason of sickness, absence, or other causes remain away. Ninth grade scholars cannot, as a rule, do tenth grade work.—BRISTOL, *J. J. Jennings, Acting Visitor.*

Graduation.—I reiterate what I have formerly said about scholars being withdrawn from school before completing the full course. The small amount they can earn would be much more than compensated by the practical benefit derived from the studies in our upper room; and a walk about the street almost any day will witness one or more boys in idleness who had much better be at school. With few exceptions there is no reason why every scholar who enters No. 1 should not graduate from No. 8, the master of a complete common school education.—WESTVILLE, *H. L. Hotchkiss, Acting Visitor.*

Graduation from High School.—In our excellent high school there is one thing to be deprecated, viz., that *so few boys graduate.* The last graduating class was an improvement on some that preceded it, but even in this we were permitted to hand but four diplomas to boys. Boys, we think, make a mistake who leave before the end of the high school course. If they would but buckle down to their studies, and graduate with honor, they would find better places open for them at the end, than though they left in the midst of the course; and they would be much better prepared to fill them. The roster of the class which will graduate in

1892 bears the names of twenty-eight boys. We hope that twenty at least will remain to graduate. — MERIDEN, *Rev. J. T. Petter, Acting Visitor.*

Hubbard, John W. — After the adjournment of the joint board the school visitors held a meeting, and the resignation of John W. Hubbard, Esq., was received, and Messrs. A. Gardner, and William H. Griswold appointed a committee to prepare suitable resolutions.

The following were reported and unanimously adopted at a subsequent meeting :

WHEREAS, our brother and associate, John W. Hubbard, Esq., Secretary of the Board of Education of this town, has been compelled by ill-health to resign his position ; and

WHEREAS, by such resignation we, the present membership of the same, lose one of our oldest and wisest advisers ; one who has been identified with its interests for a score of years, and has discharged with fidelity and great ability the office of secretary ; whose presence in meeting with his associates has ever been marked with kindness and urbanity, therefore be it

Resolved, That we send a copy of this preamble and resolutions to him, conveying likewise our sincere regrets that in the providence of God we should be deprived of his further presence and counsels, and praying that if it be the will of our Heavenly Father there may still be granted him a long lease of life.

Resolved, That this preamble and these resolutions be entered upon the record book of the board, and also published with their annual report. — GLASTONBURY, *School Visitors.*

Hygiene, School-room. — The great importance of all that pertains to the hygiene of the school-room, as a proper and even temperature, an abundance of fresh air, and the avoidance of drafts, has been repeatedly impressed upon the attention of our teachers ; and we would commend them for their close attention to these matters, and to all that pertains to the health and general well-being of the children under their care. It is a matter of regret that the hygienic condition in and about many of our school buildings, the methods of heating and ventilating, especially in the outer districts, are far from satisfactory. — BRANFORD, *Dr. C. W. Gaylord, Acting Visitor.*

Meetings, School, Illegal. — Greater care should be exercised by the district clerks in warning, and by the moderators in conducting their meetings. Carelessness, we will not say ignorance, in this regard have resulted in irregular meetings in a number of instances the past year. The board, in such cases, is obliged by law to fill the offices thus made vacant, causing, oftentimes, charges of prejudice and partiality on their part. The board does not covet the prerogative thrust on them. — WILLINGTON, *Chas. T. Preston, Acting Visitor.*

Moral Influence of Schools. — Yes, moral training is given in our schools. It may not appear upon the surface, and may seem to occupy a very small place in the curriculum, but, nevertheless, it

is there, and making itself felt in a thousand different ways, almost imperceptibly, but none the less surely, molding the good character and fostering its growth. None but the patient, self-denying teacher can know fully of the persistent efforts put forth to develop the sense of right and wrong so nearly dormant in many breasts; of the earnest attempt to educate conscience and rouse it to action, although the promise of success is hidden except to the eye of faith, of the mighty task so often undertaken to lead the rebellious or inert *will* to obey habitually the behests of this quickened monitor. Failures in this work are more easily noted than success, because the evils which a few individuals do is observed and charged to the failure of the school to train rightly, while the good characters, which most largely prevail, are credited to other influences. I firmly believe that our schools are exerting their full share of the varied influences which lead to the development of a good character, and which train the growing mind at its maturity to assume the responsibilities of worthy citizenship in our great Republic. — NORWICH, CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Outbuildings.—The School Visitors have paid considerable attention to the outbuildings of the several schools. It is very desirable that these be kept neat and clean, and free from marks and writing, such as would serve to teach lessons of vice and vulgarity to the pure-minded children whom we send from our homes to be taught things virtuous and true. District committees should keep close watch over these matters, inspecting often all such buildings, and when finding them defaced, doing all in their power to detect and punish the doers of such wrong, as well as removing all such unseemly marks by the use of the plane and fresh paint. Such buildings also should be supplied with locks and be kept fastened except during school hours. — WINDSOR, *Acting Visitors.*

Parents, Assistance of.—Second, educational facilities will not amount to much unless we secure the proper kind of a teacher, and assist her by all the influence in our power. The teacher can not be “monarch of all he surveys,” can not sit upon a throne even in the school-room if his authority is to be undermined or destroyed by the unwise opposition of parents. I would suggest, then, that parents make themselves more familiar with our schools, the methods of instruction, the nature of the studies, and the bearing of the pupil in the school-room. It seems to me also that the district committee should make himself familiar with the school in the same way. — NORTH BRANFORD, *Rev. F. Countryman, Acting Visitor.*

Parents, Interest of.—It really seems as if many of the parents regard teachers and school committees as a sort of necessary evil, that must be resisted as much as possible; and others,

though they do not take up such a hostile attitude, still are so impassive and take so little interest in the matter of their children's education, that it has the same effect of encouraging any tendency to stay away from school. Of course this is a most undesirable state of things, and can be so easily improved by a little enthusiasm on the part of the parents. It would be a good thing to carry the interest still further and occasionally make a visit to the school. I am sure it would be both interesting to the visitor and encouraging to teacher and pupil. It is hard enough for the teacher to struggle with the natural indifference of the scholar, but where this indifference is encouraged at home, it is more than can be expected of a teacher to overcome it.—FARMINGTON, *Rev. D. N. Barney, Acting Visitor.*

Physiology.—The study of Physiology, which was made by statute compulsory, commenced last year, and created considerable interest and made some progress, and we trust will continue to grow in interest, especially when the State text-book in use becomes better understood by the great majority of our teachers, who, in fact, were found upon examination to be quite deficient in knowledge of even the elements of that branch of study; and consequently, said text-book not being intended or adapted to wholly aid those teachers without some previous knowledge of the subject, progress has been correspondingly slow. Much fault has been found by some of these many teachers with the arrangement of the book, and while the Secretary has been in sympathy with many of their criticisms, still he thinks this much will be gained—the teachers will be obliged by personal study to become fully acquainted with the subject matter, or they cannot teach it thoroughly and successfully from the text-book; whereas were it more simply arranged, system would be overlooked, and many important points fail to be presented in order of their connection, making the teaching more loosely done.—STONINGTON, *C. H. Babcock, Secretary.*

Physiology.—In accordance with the instructions of the State, the study of physiology was introduced last year into the advanced, intermediate, and grammar rooms. In some of the classes this subject did not, perhaps, receive the attention that it merits. This arose, to a great extent, from the fact that the study was pressed into an already well-crowded course, and also that, in its present form, it was new to many of the teachers. When, by special reading and other means which their intelligence and zeal will suggest, our teachers shall have acquired a more thorough knowledge of this science, and shall have become better acquainted with the terms in which it is conveyed to the minds of the pupils, they will show here that degree of excellence which characterizes their other works. The interest manifested in this science, and the results already obtained, render evident its usefulness, and the wisdom of the State in requiring for the

young a more definite knowledge of this subject than that which they had hitherto received. It is destined to promote the cause of temperance in its widest and best sense, and to show, perhaps more fully than any other branch of secular education, that goodness is wisdom in its highest form.—WATERBURY, *Rev. J. A. Mulcahy, Acting Visitor.*

Progress, Elements of, in School Work.—While we make every effort all along the line, let us select certain points as salients, and through them advance and strengthen our whole position. I therefore recommend that during the ensuing year special attention be given to securing:—1st. *Accuracy* in all arithmetical operations. 2d. *Facility in thought-reading.* 3d. *Habits of correct pronunciation and distinct articulation.* 4th. *Correct formation and slant of all the letters of the alphabet in the lower grades, and movement exercises in the upper grades.* It is understood that no other departments of the work are to be slighted or pressed with less vigor, but simply that these be prominent objective points in all our plans and exercises. They are among the important essentials on which all successful and permanent progress must be based.—NORWICH, CENTRAL DISTRICT, *N. L. Bishop, Superintendent.*

Progress, Evidences of.—No one will attempt to deny that the public school system of the country is now undergoing changes that will, in the end, make it somewhat different in plan and scope from what it was several years ago. Change is not always progress, and there are some who insist that the schools are deviating from old ideas at the expense of efficiency. But, in the majority of cases, those who hold this view are out of sympathy with the times in which they live. It is not the schools only with which they are dissatisfied, but the tendencies of human society generally.

It is always fair to ask whether the schools are preparing our youth for life by training their powers evenly, and by fitting them to be good citizens. It is in answer to this question that school courses are being revised. The science of education is asserting its right to be heard. It has long urged that the child to be educated has two natures, physical and mental, closely united in one being; that if either side is neglected, the whole child suffers. It is in response to this protest that great attention is now given to physical well-being. Much care is taken in seating, lighting, warming, and ventilating school buildings. In the school the programmes provide for variety of work, plenty of exercise, and other matters of health.

Again, the science of education asserts that while the *intellect* is being trained the *emotions* and the *will* must not be neglected. It appeals to the teacher to adopt such methods of teaching and disciplining as will conduce to the *self-activity* and *self-control* of the pupils. Hence we see greater freedom accompanied by more earnestness and the play of better motives.

Again, the minds of men the world over have been, in times past, more or less enslaved to dogmatic teaching, children were taught simply to *remember*. Whole volumes were committed to memory, including history, ethics, and general literature. This was in some respects a golden age, but it was not the age of growth, freedom, invention, and rapid progress. It is the education of the *senses* and *imagination* that is doing more than anything else to-day to prepare the young for life's work. By the one is gained all knowledge of the world around us, and by means of the other are constructed those universal truths of geography and history that are essential to true growth.

Thus the best modern school makes physical health and well being of first account. It abolishes all force and repression and places perception and imagination on equal footing with memory. For the sake of healthy, harmonious development it combines mental with manual training.

Such in brief are some of the elements of modern educational progress. The schools of this city have a reputation, at home and abroad, for being well in the van in this onward movement. A growing readiness to study and consult together in the interest of the cause has been shown by principals and teachers. An earnest spirit has been not the exception, but the rule.—NEW HAVEN, S. T. Dutton, *Superintendent*.

Reading.—It has been seen that the best results are reached when two or three weeks are spent with beginners in *preparatory* work. This consists of conversation based upon familiar things, and observation lessons upon flowers, plants, leaves, or, if these are not at hand, upon animals, toys, and pictures of groups of objects which the child can identify.

As the sentence is the unit of thought, the association of ideas with written forms is most naturally accomplished by teaching the sentence as a whole rather than in its separate words. The child associates an idea in his mind with the written sentence with wonderful rapidity. After a few repetitions the idioms or sentences can be changed, new names and new actions can be introduced, until the child has a vocabulary of written words. Copying from the board the words and sentences taught helps to impress them upon his mind and assists his efforts in writing.

Drill in phonics has been found helpful in enabling pupils to pronounce new words, as well as in securing distinctness of enunciation. This work continues through all grades, and our best teachers resort to it continually.

Picture drawing is useful, as it furnishes children a form of expression which they are delighted to use. The pictorial illustration of the stories read and the drawing of simple objects affords one of the best forms of early mental training.

The object of all reading is *to gain thought*. Good progress has been made in giving prominence to this idea and in making

Reading contribute largely to Language. "Tell the story you have read" or "Write the story" are requests made daily by most teachers. Thus attention is secured, the mind is kept alert and active, and the power to express thought is gradually acquired. *Silent* reading is the great end of instruction in this branch. To train pupils to gather ideas rapidly from the printed or written page and to express those ideas in proper language should be the common end and aim of school reading. While good *oral* reading is desirable, it is contrary to pedagogic principles to attempt the training of the *voice* before the *mind* is reached. To do this is like seeking to heat a cold room without the aid of fire. Once kindle in the mind the desired thoughts and feelings and they can easily be called into true expression. In saying this I do not forget that it is a part of education to cultivate the organs of speech, but do urge that the voice be trained through the understanding and emotions, as their immediate agent. There is a broad distinction between teaching children to think and express thought, and training pet animals to perform sundry tricks. The first is in the least degree mechanical, the second is largely so.

The teacher should not hesitate to read to her pupils frequently. Pleasant tones and natural pitch, so much to be desired in reading, come largely by *imitation*. The teacher's tones and inflection are a constant model. Those pupils who excel in these particulars may be his efficient assistants in this regard. Acceptable reading and ready statement of the thought may now be heard in many school-rooms. An excellent supply of supplementary reading in the form of extra readers, works of history and biography, geography and natural science has given a new cast and tone to this exercise. An intelligent application of the suggestions made in the Course of Study and a wise use of the generous means provided will render it possible to secure, in the near future, a vastly higher standard than ever before.

Much is being done to encourage the reading of *good books*. The more freely the best standard authors are used in the schools the more surely will our youth become fond of what is pure and noble in literature. The libraries will be called upon to furnish something more than *trash*, and even the press will be the more successful according as it supplies the reading public with what is brightest and best in the world's thought and activity. — NEW HAVEN, S. T. Dutton, Superintendent.

Reading. — A special effort has been made during the year to awaken an interest on the subject of reading. At the beginning of the year there were only two or three good readers among all our scholars. The remainder had fallen into the very common and firm-seated habits of reading in a sing-song, mechanical way, which may be easy for the performer, but uncomfortable for the hearers.

To overcome this tendency, the teachers were urged to make special effort. Supplementary reading was introduced to take the place of the readers in use, with which the scholars were too familiar. A special drill was held on certain days of the week, and much hard work was done on this line.

The pupils were stimulated by a promise by the acting visitor to bring all the schools together at or near the close of the winter term, for the purpose of holding open exercises, of which reading should be the most prominent. Such a meeting was held, and all the teachers and nearly all the scholars were present. What is the result of all this work? A long stride has been taken in advance, and a goodly number of our pupils are sure to make fine readers. MIDDLEBURY, *A. S. Clark, Acting Visitor.*

Schools; What Can We Expect of Them? — Recognizing the relation of our schools to the welfare of the State the question should be ever before us: What are we to expect from them? When Dr. Samuel Nott opened his school in Franklin, soon after the Revolution, he tells us that the people generally knew scarcely anything of grammar or geography. It is not so very long since teachers were required to be examined only in reading, writing, arithmetic, grammar, and the *rudiments* of geography and history. At present not only thoroughness in these is demanded but also a knowledge of various higher branches, that by miscellaneous exercises and oral instruction scholars may be brought to a wider range of thinking than the routine of their regular studies. Besides with the multiplication of higher institutions, — colleges and schools of applied science, — more is required of the public school. The scholar who cannot attend the higher school, who does not reach even the highest department of our graded schools ought to know something of the matters treated in books on physiology, chemistry, natural philosophy, astronomy, etc., and the bearing of these subjects on practical life. Above all he should have some general instruction in the history of his own country, the nature of its government and his own relation to it as a citizen. The stir of a presidential campaign should mean to the average school boy more than music and banners, torch-light processions, and a hurrah for the side that wins.

At the same time it is to be noted that the first requirement is thorough ground-work in the regular studies, not simply learning and reciting lessons, but such a grasp of principles as will enable the scholar to apply them for himself. It is becoming more and more the aim in our school work to develop in the children the power and habit of thinking that they may know what is in the book without being confined to it. When the book stops they go on, their studies ending not with their school days nor with the particular branches then pursued. — MANCHESTER, *Acting Visitors.*

School-houses. — Our school-houses are in a very poor condition. Indeed, it is only by courtesy that they are called school-houses.

They are badly arranged, uncomfortable, cheerless places. Were the seats taken out they might do for cattle pens. The floors in most of them, are made of wide, oak boards, which have warped and shrunk till they have little relation to each other. The seats and desks were once coarse carpenter's work, and have not been improved, but, if possible, made worse by the long use of jack-knives. The walls and ceilings are dingy, with plaster off in many places and when patched, appearing much as if it had been laid on with a barn shovel. Recitation seats, so-called, are usually built against the wall, and under the blackboards, where they catch all the chalk-dust, while the blackboards themselves do not deserve the name. The only reason for calling them blackboards, is, because they are not white.

It is in such places that the children are confined six hours a day; and amid such surroundings and disadvantages, teachers, working on starvation wages, are expected to train and educate children for the duties and responsibilities which devolve on citizens in this age and in this land. The wonder is that they accomplish so much as they do. Nor is it strange that children get a dislike for school. Why should they desire to stay in such places, or to ache in consequence of sitting in so uncomfortable seats? Were the parents compelled to take the children's places it would not be long before the school house would be put in a better condition. There is a satisfaction in thinking that this condition of things cannot always last. Future generations will not consent to have their children subjected to these abuses. — EASTFORD, *Rev. C. M. Jones, Secretary.*

School-House, Description of.—The School District, No. 4, North Haven, has built the past year an entirely new school-house.

The new school-house is situated opposite the southwest corner of Pierpont Park, on a lot of two acres. Its original cost, not including the site, but including fencing of ground, a well, two out-houses, and furnishings for two rooms and a basement room for immediate use, was \$3,500. Additions are being made from time to time in the way of conveniences, as may be necessary.

The building faces the east and is 60 feet in length north and south, and 30 feet in width, east and west. It is two stories high with basement, and cupola on the center of the roof, containing a bell. Each story is 10½ feet high in the clear. The basement is divided into two large rooms by a partition running through the middle, east and west. The north room is a storage-room. The south room is a clothes-room and dressing-room, with numbered shelves and hooks, with stove, water, towels, brushes, combs, etc. The floor is cement work, and the room is well lighted by two windows on each of the three sides. Through two entrances, one on the south, one on the east, the boys and girls separately enter and depart.

Through the middle of the building, above the basement, is a hall 10 feet wide and $12\frac{1}{2}$ feet high in each story. Stairs in the center of the hall connect the lower with the upper story; and under these stairs, stairs connect the basement with the hall in the first story. At the west end of the hall is an outside entrance and chimneys on either side. At the east end is the main outside entrance with large double doors containing glass, and with a covered porch 18 feet in width, columns, railings, steps, etc.

Only the two lower rooms on the first floor are furnished and in use at present. These are each 24 feet by 28 feet, with ceiling $10\frac{1}{2}$ feet high. The rooms are finished in North Carolina pine on the sides. The ceiling is wood, painted white. Each room is lighted by two large glass windows on each of the three sides, the windows working with pulleys and having roller shades. Each room has solid excellent slate blackboards in the clear spaces around the room. The seats are mostly new single seats, and each room has a seating arrangement for fifty scholars. Each room is entered by two doors from the hall, the doors at the west connecting with the stairs from the basement and the west outside entrance, the children entering the rooms from the basement and departing by the same way. The doors at the east connect with the main front entrance through the porch. Each room has a teacher's platform, desk, and large blackboard between the hall doors, and a closet for the teacher's use in the east porch corner of the room. Coal stoves are at present used for heating with arranged window ventilation.

The outside of the building is painted light green, with dark green and red trimmings.—NORTH HAVEN, *Rev. Wm. Lusk, Jr., Committee.*

Science, Elementary.—For many years, in theory at least, the importance of elementary science lessons has been recognized. Let it not be regarded as an innovation therefore, if these lessons are gradually introduced into our primary and grammar schools. They will not constitute a *new study* but will supplement the geography and will furnish the best of material for oral and written language. Best of all, they will do something to develop a scientific habit in teachers and pupils.

Prof. Huxley once spoke as follows on this subject, quoting questions asked of children such as: "What is the moon, and when does it shine?" "What is the water, and where does it run?" "What is the wind?" "What makes the sea?" "Where does this animal live, and what is the use of that plant?" And if not snubbed and stunted by being told not to ask foolish questions, there is no limit to the intellectual craving of a young child; nor any bounds to the slow, but solid, accretion of knowledge and development of the thinking faculty in this way. To all such questions answers which are necessarily incomplete, though true as far as they go, may be given by any teacher

whose ideas represent real knowledge and not mere book learning, and a panoramic view of Nature, accompanied by a strong infusion of the scientific habit of mind, may thus be placed within reach of every child of nine or ten. I conceive it would be one of the greatest boons which could be conferred upon England, if henceforward every child in the country were instructed in the general knowledge of the things about it, in the elements of physics, and of botany. But I should be still better pleased if there could be added somewhat of chemistry, and an elementary acquaintance with human physiology."

The interest awakened by many teachers during the past year in teaching physiology is evidence that the rudiments of other sciences can be taught. To interest children in studying Nature out of school and in making collections of natural objects is *home work* of the most beneficial order. Such studies pursued with reverent attention to universal laws can but contribute to morality. Said the late Canon Kingsley: "The grain of dust is a thought of God." How much does this brief assertion suggest of the moral value of arousing the attention of children to the common things about them. — NEW HAVEN, *S. T. Dutton, Superintendent.*

Science, Teaching of, Elementary. — During the past few years, we have attempted to introduce elementary science teaching by oral instruction; but these efforts have not been attended with the success that we could desire, partly by reason of the limited time that could be devoted to it, but more from the lack of training on the part of the teachers, and the consequent demands upon their time to make the necessary preparation for conducting the exercises. Physiology has recently been added to the regular course of study, and I am pleased to say that the teachers have, with scarcely an exception, taken up this work with enthusiasm, and the results have been quite satisfactory. It seems to me that science teaching, important as it may be, can not now be reasonably expected of the regular teachers. The experiment of employing a special teacher for this work has been made in one of the schools of the city, and I would recommend the advisability of securing such an instructor, to your consideration. — HARTFORD, WEST MIDDLE DISTRICT, *Miss Esther C. Perry, Principal.*

Singing. — Instruction in singing has a definite place in education. Concerted bawling is not singing, although that has in many instances seemed to be the idea in the teaching, perfection in this being very easily attained. But that teaching of singing which leads a child to learn to control his vocal organs and cause them to obey his will, which softens and mellows his voice, causes the quality of attention to develop in him rapidly and symmetrically, and cultivates his ear, may have as important a place in the development of a child's faculties as any department of educational work. That is the kind of teaching that the school officers

and others interested in educational work have desired to see pursued systematically in this town. — BRISTOL, *J. F. Jennings, Acting Visitor.*

Small Districts. — In the absence of consolidation it is desirable that some practicable plan be devised and adopted for uniting the smaller schools, and thus give them the benefit — in a measure — of the larger and more favored schools. In a pecuniary point of view a saving might probably be made by furnishing transportation for the scattered population, dispensing with some teachers and supplying to the union schools better, even if more expensive ones. Who will move in the matter? — PLYMOUTH, *L. D. Baldwin, Acting Visitor.*

Small Schools. — It is becoming more and more a serious question, what can be done for these small schools. Not only is the cost of maintaining them great in proportion to the number, but teachers who care for anything more than the few dollars they receive, can hardly be persuaded to take such schools. — PLAINFIELD, *Rev. S. H. Fellows, Acting Visitor.*

Small Schools. — As shown by tables in this report there are entire districts containing less than ten to fifteen children, of which number only two or three attend school at all regularly.

We are trying to improve matters by consolidating two or more such schools and carrying the few children in wagons to and fro to *nearest* school. We meet some opposition from land owners having no children, who, as soon as they can sell their holding, will move into the city also. They say, "If the school-houses are closed strangers won't buy the lands." They have no interest in giving the children *better* education, which can only be done in schools containing *enough* pupils to classify the work of teachers — say thirty to forty children.

With the sale of lands your committee has nothing to do; *we stand only for the children, for good education*, keeping in view, as your stewards, *reasonable costs*. We can't recognize the sale of deserted farm land as an element in a case where the children are to be vastly benefited by consolidating three little schools containing in all less than twenty-five children. — STAMFORD, *School Committee.*

Studies, Useless. — We find many of our children spending their time studying that which can be of very little use to them in either business or social life. The study of those man-made theories of English Grammar as taught in most of our schools is simply a waste of time to seventy-five per cent. of those who pursue it. Facility in the use of language is not attained through rules, but by practice, this practice both oral and written should be of daily occurrence through all grades and classes in our schools. We believe it to be poor policy for children to study

the minute geography of the far-off oceanic islands, of Siberia, or of Central Africa until they can tell more of these countries than about Connecticut and its industries. But teachers are not alone responsible for this folly, — parents still insist their children shall “Go through the book” regardless of the benefit derived. Children should be taught that which will best prepare them to fulfill life’s duties and provide for its necessities and comforts. Science through the agency of mechanical skill has enabled man to control the forces of nature and compelled them to contribute to this great end, and yet not a single study treating of these natural forces and the general principles of mechanic arts is to be found in the schools of our town. The board of school visitors have prescribed a text-book treating upon this branch of study for use in our schools. — SOMERS, *M. F. Gowdy, Acting Visitor.*

Summer School at Niantic. — Another excellent means of improvement may be found in the summer school for teachers at Niantic. Distinguished teachers meet here and calmly discuss the most important questions pertaining to education. Here also may be seen the practical workings of the various methods adopted by instructors, and what is very important, an accurate knowledge of the distinctive features of each method is obtained.

These meetings are not an accident in our society, nor are they wholly due to the influence of any one individual. They are the natural outgrowth of public spirit in a community appreciating education, and actively desiring to promote its interests through those fountain heads, the school teachers of the State. Their most efficient promoter does but strike a note which finds a ready response in the hearts of the people. Indifference to all such enterprises argues indifference to the interests of education itself. Some means of mutual intercourse, resulting in mutual improvement, are necessary for all. Books will not supply the want. Teachers graduated from good schools may not, for a few years, feel the need of these aids, but for those who have labored long in the vineyard they are indispensable. We are pleased that some of our teachers attended these meetings during the summer, and express the hope that a larger number will profit by them in future years. — WATERBURY, *Rev. J. A. Mulcahy, Acting Visitor.*

Superintendent of Schools. — The school committee, finding it impossible for the acting school visitors to give the time required by law and necessary for the proper carrying out of an intelligent system of instruction, appointed the principal of the academy to the position of superintendent, arranging his time so that, in our judgment, he could give the requisite time without detriment to the work in his own school. The plan has succeeded even beyond our expectation, with the result that there has been less friction in the matter of discipline, greater enthusiasm on the part of the scholars, unity of plan in teaching, and general progress all along the line. — ESSEX, *E. W. Wetmore, Chairman.*

Supervision. — To secure the best kind of management, each grammar school needs, and should at once have, a nominal principal, one who might also be the teacher of the highest grade, and this would not incur much additional expense. There should also be, as every annual report calls for, a general superintendent of all the schools of every grade in the town. Under such a management a uniform system could be not only begun, but perfected. Let us have a superintendent qualified, as a teacher and manager, to suggest improvements, and also competent to effect them. — WINDHAM, *Acting Visitors*.

Supplementary Reading. — The practice of supplementary reading, which is being introduced quite generally in our schools, calls for a word of commendation and encouragement. Reading from the same book, day by day, we remember as one of the monotonous exercises of our school existence. Every teacher has experienced the difficulty of holding the attention of pupils on a reading lesson which has become familiar from continued repeating. The experiment of placing in the hands of pupils carefully selected reading matter once or twice a week, in place of the regular reading book, is worth a very careful trial. We should expect by this that the interest in the lesson would be increased, and the right direction in selection cultivated.

What our children read at home is a question of great importance. Parents cannot be too careful of the books and papers which come into their homes. The best talent in the country, artistic and literary, is engaged in satisfying the enlightened demand for better books for the young.

Teachers can exert a good influence by referring to the right books; often a whole class can be induced to read a book by such references. An exercise once a week, in which pupils should give an account of what they have been reading, would do much to implant a love for better literature. Of course this implies cultivation on the part of the teacher, since no teacher can implant a love for good reading who does not possess it. — LEBANON, *Isaac Gillette, Acting Visitor*.

Teachers, Advantage of, Visiting Schools. — The younger and less experienced teachers gain much assistance from visiting rooms of their own grade, managed by teachers of reputation. We cannot too much commend this practice of sending teachers into the rooms of other teachers, both at home and in the neighboring cities for practical instruction. A day or two a term, so spent, is time well spent for the district employing. We must earnestly advise all the districts to follow this plan. It is of much advantage to the best teachers as well as the less successful. Teachers who do not make proper use of such opportunities can easily be replaced by those who will. — DERBY, *E. B. Gager, F. W. Holden, Acting Visitors*.

Teachers, Change of.—In some of our schools the teachers are changed every term. In ten years of such school life the child is likely to be brought under three times the same number of instructors. No two of these have any concert in methods of teaching and government, and so the child is on a "merry go round" from term to term. If by chance a level-headed, educated teacher is secured for one term, her gracious work will be effaced the next by an ignorant, careless, lazy successor. It is truly pitiable to think of the ordeal the poor child must pass through in such a course of training, the innocent victim of the caprices of every person, young or old, male or female, who takes it upon himself or herself to teach in our common schools.—WILLINGTON, *Chas. T. Preston, Acting Visitor.*

Teachers, Employment of.—Your committee have seen reasons for believing that it would be for the advantage of the town and of the several districts also to entrust the selection of teachers to the board of school visitors, as the law provides when the town shall so vote it. Consequently they have, by a unanimous vote, recommended this change. The law reads: "Any town may direct the school visitors to employ the teachers for all the public schools of the town, for such terms of the school as it may specify." And the school visitors "shall, if the town so direct, employ the teachers for all the public schools, after consulting with the several district committees." This is no interference with the district system, except in the one particular of engaging teachers. And since the town as a whole has undertaken the support of all its schools, apportioning from the public treasury to each district such sums as it may seem to need, the change suggested would interfere with no pecuniary interest of the districts, while it might serve to equalize the matter of teachers' wages throughout the town.—WINDSOR, *Acting Visitors.*

Teachers, Employment of, by School Visitors.—The law providing for the payment of teachers from the town treasury was at best only a half measure. It necessarily looks to the farther step of placing the hiring of the teachers in the hands of the town. There is where it belongs, if the town does the paying. The one naturally follows from the other. It involves the old principle for which our fathers contended—of representation based upon taxation. And the undersigned is more than ever convinced of its importance as applied to the subject in hand. How many districts there are in which it is yet to be learned that schools should be run for the benefit of the district, and not for that of the teacher, he does not undertake to say, but it is certain that there are too many such; and where this is the case, it can scarcely be expected that public money will be expended to the best advantage.—SIMSBURY, *Rev. J. T. Heald, Acting Visitor.*

Teachers, Examination of.—Stimulated by this action of the State, many of our towns have become more strict in their ex-

amination of teachers — and it has seemed to us best to follow their example. We have not adopted as high a standard as that fixed by the examinations for the State certificate, but have graded and guarded our certificates, making them valid for but two years at the longest, and in case of untried teachers for a shorter time. When their work in the school-room has been tested, their certificates can be endorsed without further examination, if their success warrants it. — WINDSOR, *Acting Visitors*.

Teachers, Incompetent. — Many of our teachers are the product of these neglected, small schools, in our isolated districts — schools that are run for the most part on irregular, careless plans, with no certain aims or ends. They are often young, flip-pant, inexperienced persons, with little apprehension of the true nature of the noble vocation of teaching, its duties, its obligations, and its grave responsibilities. Many enter on its service as a mere make-shift occupation, abandoning it as soon as a certain sum of money is secured, or when the whim seizes them. They are not equipped for the work, take no pride in it, content to follow in old, worn ruts, with perhaps the occasional introduction of some particular notion of their own. — WILLINGTON, *Chas. T. Preston, Acting Visitor*.

Teachers' Meetings. — Teachers' meetings have been continued during the year.

We are more and more impressed each year with the importance and practical value of these meetings; and as conducted under the direction of the principal, they are a very important factor in securing more uniform and efficient work in all our schools. — BRANFORD, *Dr. C. W. Gaylord, Acting Visitor*.

Teachers' Meetings. — Our teachers are too willing to plod along in the old paths, hearing the children recite their lessons as laid down in the text-books, and not as they might lead them outside of the books, to gather a fund of useful information which lies a little aside from the beaten track.

Occasional gatherings of teachers and visitors for mutual improvement, and to give the visitors opportunity for personal contact with teachers out of the school-room, are much needed; but so long as the town does not control the schools, the Board cannot require the attendance of teachers, and the ones whom they would most desire to see at such meetings would be the ones conspicuous by their absence. — PLAINFIELD, *Rev. S. H. Fellows, Acting Visitor*.

Teachers, Training of. — In order to have the best schools, we must have the best teachers. The schools exist solely for the pupils; and to make the selection of teachers depend on anything except fitness would ignore the interests of the pupils, and make the schools exist for the teachers. And yet, if equally well-quali-

fied teachers can be found in Middletown as elsewhere, they should, most certainly, be preferred. I am surprised that so few of our young ladies, who graduate from our High School, attend the State Normal School. The school is within easy access, and offers excellent advantages to those who desire to prepare themselves to teach. Many of our graduates would make excellent teachers, but a high-school course does not sufficiently qualify one to teach. Special training is necessary. Of course, two or three years of intelligent experience under competent supervision will, in part, take the place of such training, but meanwhile the pupils suffer from unskillful teaching. A graduate from a normal school may fail, but she will fail *in spite of* her normal training, not because of it. — MIDDLETOWN CITY, *W. B. Ferguson, Superintendent.*

Teachers, Qualifications of. — The ideal instructor is not, as some would seem to think, an immature young person, who, although able to pass an examination in the rules and definitions of elementary text-books, is woefully destitute of the wider culture that comes from a habit of carefully reading the best books of biography, history, and general literature.

Your board have met many candidates for the teacher's vocation, who were able to do fairly well in an examination strictly confined to the common text-books in use in grammar schools, who were exceedingly deficient in general information. They and their friends were apt to resent the simplest questions in regard to the form and practical workings of our government, for example, on the ground that such questions "are not in the books we studied."

It has been the aim of the board to secure teachers who will do more than cram the pupils with unintelligible formulæ of text-books; who will not only tell a child that a thing is so, but make him understand why it is so; who will not be content merely to hear recitations, but will strive to educate — that is, to draw out, develop, and discipline the child's faculties. Teachers of this kind may undoubtedly be obtained. It is necessary to pay them larger salaries than those for which novices may be hired, but it is real economy to secure them. Apprentice work in education is poor policy. — DANBURY, *Rev. A. C. Hubbard, Acting Visitor.*

Terms, Length of. — We say permits — the law does not compel a reduction of six weeks for want of a certain number of scholars. We believe every scholar in town should be in school for thirty weeks during the year. When we consider the number of our schools and compare our expenses with that of other towns, it is apparent they are being maintained for the lowest reasonable amount. We all desire that the means used shall accomplish the best possible results. In seeking to secure this end there may be danger that we shall economize in the wrong direction. Let an appropriation be made to any of our districts which compels the

employment of inexperienced teachers for a term of years and the result is injurious to the school. Experience teaches that where other things are equal the benefits we receive are in proportion to the amount invested. Nowhere is this more true than in the maintenance of schools, and we cannot afford to allow thorough teachers to leave us for want of sufficient support at home.—COLUMBIA, *William A. Collins, Secretary.*

Text-books.—Similar notice as to text-books has been annually given to the district committees and to the teachers for the past ten years. Nevertheless, annually, more or less of the teachers request permission to use books other than, and instead of, those named in the annual Board circular. If these whimsical requests for contraband text-books were *convergent*, so to speak, all, or at least generally, indicating some particular work deemed more meritorious, in its class, than what the Board has adopted, it might be worth while to give such requests more heed. But they are *not* convergent, but generally *divergent*. Each teacher has a whim of his own relating to every book used in his school, and is in favor of revolution, accordingly. To illustrate: The Board has said—"Smith's Grammar," a venerable, conservative work, largely in use, and of standard character. Instead of Smith's, one teacher asks for Patterson's; another prefers Brown's; a third desires to use Kerl's; a fourth thinks Pinneo's superior to all others; and so on: no two teachers holding the same opinion. Similar whimsical and divergent requests relate to text-books in geography and arithmetic, and to readers and writing books. Last year's report, referring to this same subject, used the following language: "*To comply with such requests would be to restore the old condition of confusion and lack of uniformity (in text-books) existing a dozen years ago.*" The undersigned repeats the remark, in the full conviction that it is most unwise to permit the fancies or even the judgment of the teachers to overrule the deliberate action of the Board. When there shall come from the people, or the schools, or the teachers, a consistent, harmonious, united demand for a change in any of the text-books used in our schools, the Board will be found willing and ready to consider the question and decide it, and be responsible to the people for their action. At present there is no apparent, sensible call for change of books; and the Board feels that it is doing its duty to the schools in holding them and their teachers to the present established list. And it is believed that all friends of the schools will sustain the Board, at least for the present, in the position herein taken.—GREENWICH, *Myron L. Mason, Secretary.*

Text-books.—In the matter of text-books, some changes are desirable, particularly in grammar, spelling, and arithmetic. The text-books in these subjects were adopted long ago, and the improvements in school text-books have left them so far behind that they are unsuited to present needs.

But the whole tendency of modern methods is to throw more work upon the teacher and less upon the text-book, so that any successful teacher now culls her work from different books, following as a guide the book prescribed.

The importance of the text-book lies in having the best guide attainable, but the day of one book, however good, has long passed. — DERBY, *E. B. Gager and F. W. Holden, Acting Visitors.*

Text-Books. — At the last town meeting the board of school visitors was authorized to purchase text-books and furnish them through the teachers to the pupils at cost.

The following rules were adopted by it in relation to this matter:

Voted, 1. That the supply of text-books now held in stock by the dealers of the town be purchased so as, if possible, to prevent their suffering loss by the action of the town.

2. Books shall be purchased direct from the publishers at the lowest cash price unless they can be obtained elsewhere more conveniently at the same or better rates; the privilege to be reserved in each case to return books not needed for use at purchase price.

The acting visitor is appointed the agent of the board to carry into effect these regulations. — BRISTOL, *J. J. Jennings, Acting Visitor.*

Text-books, Free. — There is considerable profit in the book business, and a high rate of discount is made on large purchases. If the district supplied its schools with books it could save this discount to itself, it would have no additional expense in procuring books at retail rates for indigent pupils, it would save the annoyance and delay consequent upon leaving the procuring of books to the pupil, would have uniformity of text-books throughout the district, — and all of this without causing hardship to anyone and at the same time save money. It is a much-desired change from the present inconvenient way of supplying school books to the pupils. — WALLINGFORD CENTRAL DISTRICT, *F. J. Heavens, Principal.*

Text-Books, Free. — The new system has been found to have its advantages and disadvantages, but thus far it would seem that the former greatly predominate. The notable advantages are these:

(1.) *Economy to the people.* The books and supplies are purchased directly from the publishers and manufacturers, at their special wholesale prices, subject to the largest discount known to the trade; and the average cost to the town is at least 35 per cent. less than it previously was to the individual pupil.

(2.) *School work begins more promptly.* All needed supplies being at the control of the teacher, no delays occur by reason of the absence of such helps. Every pupil is supplied on the first day of school, and much time is thus saved at the beginning of every term.

(3.) *Better care is taken of the books*, so that they last longer ; and the children are trained in habits of carefulness and neatness in their use.

The chief disadvantage of the system is the additional labor, which is considerable, imposed upon the teachers, who are made responsible for the careful and judicious use of books and supplies ; the greater part of the extra work falling upon the principals of the Center and City Schools.

The cost of the system has thus far been as follows :—

1887. Books and Supplies,	\$1,368.67
1888. " " "	836.54
Total,	\$2,205.21
Cost per pupil enumerated — first year,	\$1.23
" " " on average attendance — first year,	2.63
" " " enumerated — second year, .....	.76
" " " on average attendance — second year,	1.39

From a report on this subject made to the Massachusetts State Board of Education in 1886 by the superintendent of schools in Fall River, it would appear that in ten towns in that State the average cost per pupil enumerated was \$1.15, and the average cost per pupil on average attendance was \$1.44.

In summing up the advantages of the system the report says : "The value of this law can hardly be over-estimated, especially in manufacturing centers where illiteracy and poverty are so common. It aids in promoting intelligence and virtue by increasing school attendance, and it lifts from the worthy poor a burden hard for them to bear. It is one of the most progressive steps the State has taken for the education of her youth. It requires the rich and the poor to meet on the same plane, as they sit side by side applying themselves to the tasks assigned for the acquisition of knowledge and mental power. It removes the last barrier to the entrance to her public schools, and gives opportunity to the child of poverty equal to that of the child of affluence to become one of her intelligent and virtuous citizens. In a word, it opens her schools to every child within her borders, whatever may be his nationality or social condition in life, and makes them for him, not only in name but in every essential quality, truly and absolutely free public schools." — NAUGATUCK, *Rev. E. C. Gardner, Secretary.*

Text-books, Free. — The acting school visitors recommend that the school board consider the feasibility of providing free text-books for all the scholars of the public schools, under the provisions of the statute. The estimated initial expense of such provision would be about \$500, and not far from \$100 per year would be required to keep up the supply. — THOMASTON, *Dr. R. S. Goodwin, Acting Visitor.*

Text books, Free. — The furnishing of all text-books for the schools is the second recommendation to which your thoughtful attention

is called. Whatever the qualifications of the teacher or the methods of instruction employed by him, text-books are indispensable to a thorough knowledge of the branches taught. Much inconvenience arises, in many of our schools, from the fact, too often true, that while the larger portion of the scholars are supplied with text-books, a few are not. There must be, as a result, a good deal of borrowing and lending, to the disadvantage of both parties interested. No one of all the books used in our schools can be lacking in the child's furnishings without serious loss to him in his education, and without involving the whole teaching of the school in irreparable damage. Even now many books, supplementary books and those used in the regular lessons, are furnished by the town. Why not furnish all the books? Other towns are doing this, and are finding it conducive to the higher efficiency of the schools, while the additional expense is not large. Undoubtedly much less money will go out of the town each year for text-books than ever before if this recommendation result in the action which the board desires. — ENFIELD, *Acting Visitors*.

Text books, Free. — The board has expended economically the \$500 appropriated for this purpose. Changes have been made in the line of grammars, histories, and arithmetics. The old and varied assortments of the scholars and the town have been advantageously disposed of, and the best obtainable books in market substituted for them. By *best* is meant the wisest to purchase, considering price, durability, and merit combined.

Very great care has been taken in the distribution and accounting for of the town supplies. Every item has been traced and located. Although this necessitates much painstaking book-keeping, and continual bringing of teachers to task on the part of the distributor, it has been thought wiser to pay for this service and have it thoroughly well done, than to let the system "run itself," and so run down.

The position of the board in this matter is not a partisan one. The responsibility of the free supply system rests with the town meeting, and we have simply endeavored to expend the money wisely and carefully as a trust fund. Waiving the well-known objections to the plan the secretary, in answer to inquiries, would here point out some of its advantages. It will probably be a satisfaction to those who furnish the funds to know: First, that this system provides the schools with a *more complete equipment* than they have ever had. Work it as you will, it has never until now been possible to provide every child with a book. The result of a partially furnished class entailed untold annoyances to the teacher. Second, the *best text-books* are more easily adopted and obtained in this way. Under other systems serious objection was always raised to procuring a better book by those who had the old ones. Now, a text-book can be expeditiously changed

throughout the whole town and without loss to any one. Third, there is *economy* in it. Taking the town at large, \$500 now serves the community more perfectly, gives more worth and better quality than \$750 could, when paid by individuals.

As regards *the wear* of books, constant oversight has been exercised to reduce it to a minimum, but books are not made of wrought iron, and cannot, in the nature of the case, last many years. It is probable that they receive as good treatment as public property does generally. More could not be expected.
— SALISBURY, *Rev. John C. Goddard, Secretary.*

Town Management. — At a meeting of the board of school visitors held May 14, 1888, it was decided to favor the adoption of the free text-book system and also the system of town management for the schools. It is believed that this latter change, viz., placing all the schools under town management will secure better schools than it is possible to have under the present school committee system.

Among the 17 districts in the town, several are invariably intrusted to the management of men who are in every respect unfit for the office of school committee. Of the remaining districts at least one-half are in the care of men who, however well qualified they may be, take absolutely no interest whatever in the schools and dispatch the business of the district in the quickest and easiest manner possible. Nor can they be blamed for so doing, since they are often men who have no children themselves to send and are elected to the office by the very ones who *have* children to send and who therefore are trying to shirk a disagreeable and thankless business and place the burden upon the shoulders of others.

While the present system of district offices continues in force, these and many other evils, such as neglect to send notice of the beginning and close of a school, a list of officers elected at the district school meeting, proper and prompt annual reports, enumerations, etc., etc., all of which are important and even essential to enable the school board to execute their portion of the school business properly, will continue to be felt. — SHARON, *C. W. Bassett, Secretary.*

Town Management. — The school visitors would respectfully submit: — We would commend to the town the adoption of the "Town System" in the management of our schools. This system adopted at the recent annual meeting by vote of the town, is permitted by act of the legislature, known as an act for the "Consolidation of School Districts," Gen. Stat., Title XXXV, Chap. CXXXVI.

This system throws the supervision and support of our schools wholly into the hands of the town. With the election of a town committee, you will have prepared the way for what, in our opinion, is a safe experiment in the management of the public

schools. The school property of the districts will at once pass into your hands for use for school purposes; old district boundaries, already inadequate because of changes in the centers of population, will be obliterated; we shall be able to grade the schools more satisfactorily, placing younger pupils in schools near at hand, and placing older pupils in central schools, where their opportunities for progress will be enhanced; there will be no special taxes levied against individual districts, the support of the schools, and the expense of keeping up school property coming directly from the town. Experience has proved that the districts are too often indifferent in providing for the comforts and success of their school. In three districts no officers were elected for the ensuing year at the annual meeting; indeed no annual meeting was held. Further experience has proved to your Board of Visitors that the dual relation of Visitors elected by the town, and Boards of School Committee elected by the districts, is not a wise measure, not always resulting in harmonious action.

Nineteen towns in the State already manage their schools under the act for consolidation, resulting the past year in raising the average attendance four per cent. over the average as under the old system. This system has long been the one of some of our States distinguished for their superior schools.

As an experiment — for any time the town shall so vote, we may return to the old system — we urge that the town shall enter into the matter heartily, with the hope that it shall give us schools of superior excellence.— BETHEL, *Rev. H. L. Slack, Secretary.*

Town Management. — In most of the districts it is difficult to find any one who is willing to act as a District Committee, and those who act as such take but little interest in the schools. The school registers show no visits from any of them during the past year. Perhaps the better way would be to leave the whole matter of our schools in the hands of our school visitors and selectmen. At present our committees only hire the teachers and procure the fuel. It seems as if these services could easily be performed by the joint board, and a saving of labor be made. A law tending toward consolidation was before the last legislature. We ought to hail any new method and be willing to attempt a trial of anything that promises good results, for we are, in our present indolent methods of doing, far from showing our children that the public is soon to look to them, or in impressing them that the public sentiment of the community will soon be reposed in them, and if it is to be a healthy sentiment it must not emanate from half-trained or ignorant minds. — OXFORD, *Dr. L. Barnes, Acting Visitor.*

Town Management. — According to reports of committees there is a strong feeling in favor of the consolidation of districts. It is argued that as the town pays most of the bills it should assume the entire responsibility of the schools. This would not greatly increase the present indebtedness, and would relieve the several

committees from petty amounts not allowed in incidental expenses. — HAMDEN, *Elias Dickerman, Secretary.*

Town Management. — A careful study of the condition of our schools in some districts of the town convinces us that the recommendation of the State Board of Education could be adopted with advantage, *i. e.*, consolidation under town instead of district management. Under this plan a more advantageous expenditure of school moneys would result, better teachers would be secured, and the interests of children, especially in the smaller districts, be best considered. District politics and jealousies too often stand in the way of a school's best welfare, where, if the town had a general charge and supervision, better schools and buildings would be maintained. This now is a matter of local option, but we trust that the time is not far distant when the legislature will make this provision by law a part of our public school system. — ORANGE, *Dr. J. F. Barnett, Acting Visitor.*

Trained Teachers. — In any other department of business a man's theoretical knowledge would not be accepted as filling the bill. The practical training in school work of the recent graduates of the Normal School gives assurance of success in their future engagements. The lack of such training accounts for the meagre success of so many who come to us with a college diploma. Such men would not think of entering the ministry or the legal or medical profession without special training for their specific work; and yet it seems supposable that the successful student within college walls will of course become a successful teacher without professional drill. No; give us trained teachers, full of ingenious expedients for arousing enthusiasm, or at least interest in their pupils. A moulding board and a measure of sand in proper hands will do more in training a class in a knowledge of geography, than a full library of text-books. — PLYMOUTH, *L. D. Baldwin, Acting Visitor.*

Visitation of Schools. — The Center school received 85 visitors, Bedlam 27, Natchaug 50, and the Southeast 61. Surely parents and friends are to be commended for seeing for themselves how the scholars progress and whether the teachers should be continued in their office-work, or whether a change is desirable. Both teacher and scholar feel the encouragement thus afforded, and are incited thereby to do the best work possible. Surely parents who look well after their hired help, their farms and their stock, should manifest the deepest interest in the education of their children. — CHAPLIN, *Rev. Francis Williams, Acting Visitor.*

Work at Home. — The low average attendance is largely due to the fact that the parents of the older boys require their services at home during a portion of the spring and fall, while during the winter months the younger pupils cannot attend regularly, thus preventing a regular attendance of all the registered pupils. — WOODBRIDGE, *School Visitors.*

STATE TEACHERS' EXAMINATIONS

FOR

PRIMARY CERTIFICATES.

1888.

PROGRAMME.

First Day.

A. M. —	9.00 to 9.30,	-	-	SPELLING.
	9.30 to 12.00,	-	-	ARITHMETIC.
P. M. —	1.30 to 2.30,	-	-	WRITING.
	2.30 to 3.30,	-	-	READING.
	3.30 to 6.00,	-	-	GEOGRAPHY.

Second Day.

A. M. —	9.00 to 11.30,	-	-	HISTORY.
	11.30 to 12.30,	-	-	DRAWING (optional).
P. M. —	1.30 to 3.30,	-	-	GRAMMAR.
	3.30 to 5.00,	-	-	PHYSIOLOGY.
	5.00 to 6.00,	-	-	SINGING (optional).

Examinations cannot be given in the different branches at any other hours than those mentioned above.

Candidates desiring to take advanced studies are requested to confer with examiner.

Theory and Practice are given under the different subjects.

GENERAL DIRECTIONS AND INFORMATION.

1. Write the date and place of examination and your *number* on the outside of the envelope. Write the date and place of examination, and your *number*, name, and address on a slip of paper, and put inside of the envelope.

2. Write the date and place of examination, and your *number* and name of study at the top of each page of your work.

3. Write only on one side of the paper.
4. Prefix to each answer the number of the question.
5. Leave a margin at the left.
6. In Arithmetic, write the operation as well as the answer.
7. The printed questions must be attached to papers containing answers.
8. The result of the examination will be communicated to you within one month.
9. Candidates for entrance to Normal School will be informed of the result of their examination within ten days.
10. Physiology is essential to Primary Certificate.

READING.

I.

1. For what purpose, if any, may "concert reading" be used in teaching reading?
 2. Why do children read poetry in a sing-song way? How would you correct the habit?
 3. Give five reasons for teaching reading.
 4. What means do you employ for cultivating a taste for good reading?
 5. To what extent do you depend upon marks of punctuation for inflection? Why?
- Give an example of a falling inflection after a comma; rising inflection after a period; falling inflection after an interrogation point.

II.

NEW ENGLAND.

Sargent S. Prentiss—1808-1850. Maine.

1. Glorious New England! thou art still true to thy ancient fame, and worthy of thy ancestral honors. We, thy children, have assembled in this far-distant land to celebrate thy birthday. A thousand fond associations throng upon us, roused by the spirit of the hour. On thy pleasant valleys rest, like sweet dews of morning, the gentle recollections of our early life; around thy hills and mountains cling, like gathering mists, the mighty memories of the Revolution; and, far away in the horizon of thy past, gleam, like thy own bright northern lights, the awful virtues of our Pilgrim sires!
2. But, while we devote this day to the remembrance of our native land, we forget not that in which our happy lot is cast. We exult in the reflection, that though we count by thousands the miles which separate us from our birth-place, still our country is the same. We are no exiles, meeting on the banks of a foreign river, to swell its waters with our homesick tears. Here floats the same banner which rustled above our boyish heads, except that its mighty folds are wider, and its glittering stars increased in number.
3. The sons of New England are found in every State of the broad

Republic. In the east, the south, and the unbounded west, their blood mingles freely with every kindred current. We have but changed our chamber in the paternal mansion ; in all its rooms we are at home, and all who inhabit it are our brothers. To us, the Union has but one domestic hearth ; its household gods are all the same. Upon us, then, peculiarly devolves the duty of feeding the fires upon that kindly hearth — of guarding, with pious care, those sacred household gods.

4. We cannot do with less than the whole Union ; to us it admits of no division. In the veins of our children flows northern and southern blood. How shall it be separated ? who shall put asunder the best affections of the heart, the noblest instincts of our nature ? We love the land of our adoption ; so do we that of our birth. Let us ever be true to both ! and always exert ourselves in maintaining the unity of our country, the integrity of the Republic.

5. Accursed, then, be the hand put forth to loosen the golden cord of Union ! thrice accursed the traitorous lips which shall propose its severance ! But no ! the Union can not be dissolved. Its fortunes are too brilliant to be marred ; its destinies too powerful to be resisted. Here will be their greatest triumph, their most mighty development.

6. And when, a century hence, the Crescent City shall have filled her golden horns — when within her broad-armed port shall be gathered the products of the industry of a hundred millions of freemen — when galleries of art and halls of learning shall have made classic this mart of trade, then may the sons of pilgrims, still wandering from the bleak hills of the north, stand upon the banks of the great river and exclaim with mingled pride and wonder : “ Lo, this is our country ; when did the world ever behold so rich and magnificent a city — so great and glorious a Republic ! ”

1. (a). Write five questions that you would ask a class on the subject-matter of the above selection.

(b). State what you would teach in connection with this selection about *pronunciation*, *articulation*, and *definition*.

2. Tell fully what preparation you would make before having the above selection read.

3. What is Reading ?

4. What is meant by *oral reading*, *silent reading*, *supplementary reading* ?

5. Give four words, each containing *e*, the vowel to have the same value in no two words.

6. Name ten books that you would advise children under fifteen to read.

III.

1. (a). What is Reading ? (b) Oral Reading ? (c) Silent Reading ? (d) Sight Reading ?

2. What is meant by objective teaching of reading ? Illustrate.

3. For what purpose would you teach marks of punctuation ? How would you teach them ?

4. How may the meaning of words be best taught to children ? Give these methods.

5. How should correct expression be taught ?
6. Describe three plans for training children to distinctness of articulation.
7. How many sounds in each of the following words: *Wednesday, almond, often, thorough, rheumatism.*
8. Distinguish between the sounds of *a* in *hate, sat, asp.*
9. Name ten books that you would recommend to children under fifteen to read.

WRITING.


I.

1. Classify the small letters for purposes of class instruction.
2. Describe and illustrate loop fully under following heads: (a) Above base line; (b) Below base line; (c) Compare with other letters: 1. similarities. 2. Differences.
3. Write the capital letters.
4. Copy the following,—
 1. *The war is inevitable*—AND LET IT COME.
5. (a) What is Writing? (b) What is Tracing? (c) How does Writing differ from Drawing? (d) What is the use of copy books?

II.

1. What is Writing?
2. What is the use of copy books?
3. How can you make writing interesting?
4. Make the small letters.
5. Make the capital letters.
6. Copy the following:—The primal duties shine aloft,—like stars.

III.

1. Make five letters which are one space in height.
2. Make five loop letters; two with loop above the base line; two with loop below the base line; one with loop above and loop below the base line.
3. Tell what part of "b" and "w" are alike; "j" and "i"; "g" and "d"; "d" and "t"; "q" and "a".
4. Make all the letters you can which have this .
5. Copy the following: "Don't think, my boy," said Sam's mamma, "that everybody's children's toys are yours."
6. When should children begin to learn to write? How would you teach writing?

SPELLING.

I.

1. What is Spelling? How is Spelling related to Reading?
2. Tell which of the following words you would divide at the end of a line and where: *articulation, addition, table, wealth, machine, mechanical, heard, teacup, courageous, field, strength, government, ocean, himself, gracious.*

3. Write the correct abbreviation of each of the following words: *doctor, Illinois, namely, present month, last month, pounds, barrels, February, Kentucky, for example.*

4. (a) Give two uses of the apostrophe in composition. Illustrate.
(b) Give two uses of the hyphen in writing words. Illustrate.

5. Form present participles of each of the following verbs: *pile, loan, refer, hoe, omit, fit, tie, ply, hop, occur.*

6. Write sentences containing the following words correctly used:

<i>canvass,</i>	<i>cession,</i>	<i>aught,</i>	<i>minor,</i>	<i>break,</i>
<i>canvas,</i>	<i>session,</i>	<i>ought,</i>	<i>miner,</i>	<i>brake.</i>

II.

1. (a) What is Spelling? (b) How do you teach Spelling? (c) How is Spelling related to Reading?

2. Write sentences containing the following words:

<i>safe,</i>	<i>save,</i>	<i>anecdote,</i>	<i>politeness,</i>	<i>big,</i>	
<i>secure,</i>	<i>spare,</i>	<i>story,</i>	<i>courtesy,</i>	<i>great,</i>	<i>large.</i>

3. Use the following abbreviations in sentences:

<i>Cr.,</i>	<i>e. g.,</i>	<i>inst.,</i>	<i>Mss.,</i>	<i>do.</i>
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4. Explain and illustrate by sentences the difference between direct and indirect quotations.

5. Copy at dictation the following:

1. It is a fanciful picture made by the artist in her loveliest mood.
2. It sometimes seems as if our laws provide no remedy for robbery and larceny.
3. Not only was he a courageous soldier, but he is a peaceable citizen.
4. I will not risk the balance of my money in so hazardous an enterprise.
5. The officer was very skillful in the management of the attack.
6. The rascal who made the assault gave a paltry excuse.
7. Emma left her parcel and her umbrella at the opera-house.
8. As the pastor rode slowly by the castle he saw a large mastiff on the lawn.
9. If he cannot advance and give the password, do not scruple to arrest him.
10. Our granite quarries may be worked with considerable profit.
11. The patient teacher taught the scholars to multiply.
12. The carpenter strikes blows with his mallet on the head of his chisel.
13. My cousin and my niece will be here the first Tuesday in February.
14. The grocer filled the bundle with chestnuts and raisins.
15. The teacup, saucer, and napkin were on the table in the kitchen.

III.

1. Explain the meaning of each of the following abbreviations: *A. D., etc., prox., inst.*

2. Write the following sentence, using complete words in place of abbreviations: *The ship was lost in Lat. 30° N., Long. 40° W.*

3. Use the following nouns in sentences:

session, counsel, miner, serial, strait,
cession, council, minor, cereal, straight.

4. Write sentences containing:

1. A compound word and a question-mark.
2. Quotation-marks.
3. Apostrophe and a caret.

5. Write the possessive singular and plural of the following nouns: *fly, fox, hero, thief, James.*

What words can be derived from *publish*?

Write two words illustrating the use of *prefixes*; two illustrating the use of *suffixes*.

6. Write at dictation the following—

“Oliver Twist’s ninth birthday found him a pale, thin child, somewhat diminutive in stature, and decidedly small in circumference. But nature or inheritance had implanted a good, sturdy spirit in Oliver’s breast. It had had plenty of room to expand, thanks to the spare diet of the establishment; and perhaps to this circumstance may be attributed his having any ninth birthday at all. Be this as it may, however, it *was* his ninth birthday; and he was keeping it in the coal cellar with a select party of two other young gentlemen, who, after participating with him in a sound threshing, had been locked up therein, for atrociously presuming to be hungry.”

IV.

1. Write five words that have no plural, five that have no singular, and five that have the same form in both numbers.

2. Distinguish between the following synonyms and incorporate each in a sentence: *learn, teach; knowledge, wisdom; raise, rise; instruction, education; duty, obligation.*

3. Write a list of ten compound words, five requiring a hyphen and five not requiring a hyphen.

4. Divide into syllables each of the following words: *immediate, distinctly, divided, nominative, probability.*

5. Copy at dictation the following:

“The amount of the funded debt redeemable at any time before September 1, 1891, which will remain unpaid on the 30th of June, 1883, is about \$300,000,000, and upon the foregoing estimates for the fiscal year ending June 30, 1883, the whole funded debt now redeemable could be paid before June 30, 1886. This would leave as the surplus for more than five years the amount of \$600,000,000 undisposed of in the Treasury, unless, yielding to the temptation of seeming wealth, expenditures be largely increased. The amount of the loan redeemable in 1891 is only \$250,000,000, and, as has been stated, no other loan becomes redeemable until 1907, so that the surplus under the conditions supposed will rapidly increase until that date. The amount of the loan of 1907, as already appears, is less than \$740,000,000, so that, were it all redeemable, the whole public debt could be paid from a surplus as great as estimated early in the fiscal year ending June 30, 1894.”

V.

1. Explain the meaning of each of the following abbreviations: *inst.*, *ult.*, *e. g.*, *viz.*: *MSS.*

2. Use the following nouns in sentences:

session, counsel, miner, serial, strait,
cession, council, minor, cereal, straight.

3. Write five words that have no plural, five that have no singular, and five that have the same form in both numbers.

4. Distinguish between the following synonyms and incorporate each in a sentence: *learn, teach; knowledge, wisdom; raise, rise; instruction, education; duty, obligation.*

5. (a) Write a list of ten compound words, five requiring a hyphen, and five not requiring a hyphen.

(b) Divide into syllables the following words: *immediate, distinctly, divided, nominative, probability.*

6. Write a letter to Isaac Warren, 45 Main Street, Hartford, ordering 2 yards of alpaca. Indicate and name parts of letter.

7. Copy or dictate the following:

"How dismal you look!" said a Bucket to his companion, as they were going to the well.

"Ah!" replied the other, "I was reflecting on the uselessness of our being filled, for, let us go away never so full, we always come back empty."

"Dear me! how strange to look at it in that way!" said the Bucket. "Now, I enjoy the thought, that, however empty we come, we always go away full."

8. Write the following words:

- | | |
|-------------------|--------------------|
| 1. awkward. | 14. onions. |
| 2. committee. | 15. vengeance. |
| 3. courageous. | 16. embarrassment. |
| 4. ceiling. | 17. couple. |
| 5. leisure. | 18. hammock. |
| 6. treasure. | 19. apparition. |
| 7. gardener. | 20. apparition. |
| 8. intelligence. | 21. miscellany. |
| 9. grandeur. | 22. encyclopedia. |
| 10. mountainous. | 23. noticeable. |
| 11. abhorrent. | 23. mimicking. |
| 12. necessarily. | 25. etymology. |
| 13. unparalleled. | |

ARITHMETIC.

I.

1. (a) What is "*number?*" (b) What can be taught about the number 5? Illustrate with lines or objects: (c) $\frac{2}{3} = \frac{6}{9}$ and (d) $\frac{1}{3} \times \frac{3}{4} = \frac{1}{4}$.

2. (a) By what per cent. is the labor of sawing firewood increased if

each stick is cut into 4 parts instead of 3? (b) Explain and illustrate the terms *factor*, *product*, *quotient*.

3. (a) If a table be three feet long and three feet wide, how many blocks a foot long and a foot wide can you place on the front and left edges of the table? (b) How many will exactly cover the top? (c) How many feet high must you make the pile of blocks to have it as high as it is long and wide? (d) How many blocks each a foot high will then be such a pile? (e) Deduce a rule or principle from these illustrations.

4. Make out and receipt bill. July 25, 1888, Isaac Warren sold to N. C. Barker the following: 20 M boards at \$17.60 per M; $13\frac{1}{2}$ cwt. lead pipe at \$5.90; 1,350 lbs. of hay at \$11 per T.; 48 lbs. lard at $16\frac{2}{3}$ c. per lb.; 81 doz. eggs at $16\frac{2}{3}$ c. per doz.

5. A note of \$250 is dated June 1, 1878. Indorsement June 1, 1879, \$85. What was due at the time of settlement, June 1, 1880, interest at 5 per cent?

6. A having a six months note for \$2,400 dated May 24, 1888, has it discounted at a bank on the 1st of June at 6 per cent. At \$4 per M how many shingles can he buy with the proceeds?

7. Sold two carriages at \$240 apiece, and gained 20 per cent. on one and lost 20 per cent. on another; how much did I gain or lose on the transaction?

8. Five men have performed a piece of work in 20 days and have received for it \$521.50. One of the men was absent 5 days, another was absent 2 days and another was paid 50c. extra a day for directing the work. How much should each man receive?

9. A book is 8 in. long, 6 in. wide, and $1\frac{1}{4}$ in. thick. Find the depth of a box 3 ft. 4 in. long, and 2 ft. 6 in. wide that it may hold 400 such books.

10. Oral. Write answers *only* to following questions :

1. John measured the width of two doors; one he found to be 36 inches wide and the other 60 inches wide. How many feet wider was one door than the other?

2. John's vacation was 63 days long. He spent $\frac{4}{9}$ of it in the country. How much did he spend at home?

3. Add $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{8}$.

4. $\frac{1}{8}$ = how many hundredths?

5. $66\frac{2}{3}\%$ = what fraction of 100?

6. What per cent. of a number is $\frac{1}{8}$ of it?

7. What is 10 per cent. of 10?

8. What per cents. are equivalent to .03, 1.50, 5.?

9. In 2 pecks how many pints?

10. If a boy buys 2 oranges at 6c. apiece and 3 apples at 2c. apiece, giving 25c. in pay, how much change will he receive?

II.

1. Divide two thousand two hundred ten, and two thousand three hundred fifty-six thousandths by two thousand eight hundred four hundredths. Write the quotient in words.

2. (a) A horse-dealer sold a horse for \$450 for which he paid \$300. What was the gain per cent.?

(b) An auctioneer received at the end of his day's work \$45 for selling goods at a commission of $2\frac{1}{2}$ per cent. How much did his employer receive net?

3. A dealer asked \$540 for a horse. But he fell $33\frac{1}{3}$ per cent. from that price, and then made 20 per cent. on the cost. What was the cost to the dealer?

4. How many men will be required to do a piece of work in 50 days, working 7 hours a day, if 15 men can do it in 14 days, working $7\frac{1}{2}$ hours a day? [One man equals two boys.]

5. How many square feet of carpeting will it take to cover a cubical block containing 5,832 cubic inches?

6. What are the proceeds of a note for \$800, dated April 12, payable in three months, discounted June 1, at 4 per cent.?

7. April 10th, John Johnson gave William Williams his note on demand at 6 per cent. for money borrowed. In three months Johnson took up his note paying \$609. How much was the face of the note?

8. A note for \$500 on demand, dated May 1, 1886, has this endorsement,—Jan. 15, 1887, \$100. What must be paid to take up the note September 1, 1888?

9. A bought, at 120, insurance stock paying 20 per cent. annually. B bought, at 140, railroad stock paying 15 per cent. annually. What per cent. of his investment is the annual dividend of each?

10. If the charge for carting 1 T. of stone 1 mile is 75 cents, what will it cost to carry 360 T. 800 yards?

III.

I. Divide two million eight hundred eighty-one thousand seven hundred twenty-eight ten-thousandths, by nine hundred sixty thousand five hundred seventy-six hundred-thousandths, and express the quotient by words.

II. 1. (a) State the effect upon the quotient caused by dividing the dividend by 8;

(b) by dividing the divisor by 8;

(c) by multiplying the dividend by 8;

(d) by multiplying the divisor by 8;

(e) by dividing both the dividend and divisor by 8;

(f) by multiplying both the dividend and divisor by 8.

2. If the above operations upon the terms of a fraction corresponding to the dividend and to the divisor be performed, state under *a*, *b*, etc., the effect upon the fraction.

III. A mound of earth 6 ft. long, 4 ft. wide, and 10 ft. high is built from the earth removed from a piece of land 12 ft. long and 4 ft. wide. How deep is the excavation?

IV. Divide \$9,000 among A, B, and C, so that A will have \$500 more than B, and B \$500 more than C.

V. A and B each sold a horse for \$500. A gained 10 per cent. on

the cost of his horse, B gained 10 per cent. on the selling price of his horse. What was the cost of each horse?

VI. How many pounds of sugar at 5 cents a pound did a merchant receive who sent his N. Y. agent \$1,537.50, which included the commission of $2\frac{1}{2}$ per cent. for buying, and the cost of the sugar?

VII. July 1, J. H. Fish was given two notes, each payable in ninety days: One for \$600, with interest at 6 per cent.; the other for \$609.30, without interest. He got them discounted at a bank, August 23d, at 9 per cent. How much did he receive on each?

VIII. If you buy stock that pays 10 per cent. annually, for 120 per cent., what per cent. will your investment yield you?

IX. April 10th, a merchant bought goods to the amount of \$600, on 60 days; May 10th, he bought of the same party to the amount of \$400, on 45 days; May 20th, he bought \$800 on 30 days. If he settles all of the bills June 1, how much ought he to pay?

X. If 20 men working 10 hours a day for 20 days earn \$600, how much can 35 men earn, at the same rate, working 8 hours a day for 30 days?

GRAMMAR.

I.

*There is a land of every land the pride,
Beloved of heaven o'er all the world beside;
Where brighter suns dispense serener light
And milder moons imparadise the night.
O, thou shalt find howe'er thy footsteps roam,
That land thy country and that spot thy home.*

1. Analyze the above selection.
2. Parse the italicized words.
3. Enlarge the following sentence to illustrate six rules of punctuation:
The tendency of poetry is to refine.
4. Write sentences containing
 - (a) The word *near* used as an adjective, an adverb, and a preposition.
 - (b) The word *like* used as an adjective, a noun, a verb, and an adverb.
 - (c) The word *round* used as a noun, an adjective, a verb, and a preposition.
5. Tell whether the italicized parts are phrases or clauses, and classify each.
 - (a) *To confess the truth* I was wrong.
 - (b) You had no right to decide *who are interested*.
 - (c) He had an axe *to grind*.
 - (d) I am thy father's spirit, *doomed for a certain time to walk the night*.
 - (e) The year *when Chaucer* was born is uncertain.

(f) They will call *before leaving the city*.

(g) *Dying for a principle* is a higher degree of virtue *than scolding*.

(h) Whose gray top shall tremble, *he descending*.

6. By what parts of speech may clauses be introduced? Give an illustration of each.

7. (a) Of what use is an auxiliary verb?

(b) Which auxiliary and which participle do we use to make the passive form?

(c) Which of the auxiliaries may be used as principal verbs?

(d) By using auxiliary verbs how can we express (1) future time, (2) permission, (3) obligation, (4) determination?

(e) Distinguish between: May I go — Can I go; Shall I go — Will I go; Were I to go — Was I to go; Would I have gone — Should I have gone.

8. Write a complex sentence of not less than twenty words about each of the following: The Telephone. The Wonders of Electricity. The Next Presidential Election. Strikes.

9. Write sentences illustrating the correct use of the following: angry at, with; compare to, with; consist of, in; die of, by; differ from, with; divide between, among; reconcile to, with; overcome by, with.

10. Use *pronouns* to fill the blanks in the following sentences:

1. It is—. 2. It was—. 3. Is it—? 4. —and—will go. 5. Neither—nor—went. 6. Those—on for—and—. 7. Do you know—it is? 8. He knows—it was. 9. —did he meet? 10. —did you take—to be? 11. —, —, and—are going.

II.

I. Construct a sentence of which the following is the analysis: Sentence (a) principal; sentence (b) adjective to (a); sentence (c) coördinate with (a); sentence (d) adverbial to (c).

II. A person who called one day at a house at which his visits had been more frequent than welcome, was told by the servant that her master had gone away.

“Oh well, never mind,” said he, “I’ll speak to your mistress.” “She has also gone out, sir,” the maid replied. Not liking to be denied admission, the man said: “As it is a cold day, I’ll step in and sit by the fire a few moments.” “Ah, sir, but that has gone out, too,” said the girl; by which time the luckless visitor concluded that it was best for him to stay out.

(a) Select five (if there be so many) of each of the parts of speech in the above selection and arrange them in columns.

(b) Arrange the words in these columns under the following heads, making a column for each head; (a) names of persons or things; (b) names of attribute qualities; (c) words that describe relations between one notion and another or one assertion and another; (d) words that express an emotion rather than a thought.

III. And I must *lie* here *like* a bed-ridden monk, exclaimed Ivanhoe,

while the game that gives me freedom or death is played out by the hand of others! Look from the window *once* again, kind maiden, but *beware* that you are not marked by the archers beneath. Look out once more, and tell me if they yet *advance* to the storm.

1. Parse the words in italics.

2. Give the syntax (i. e. the use in the sentence) of *and* (first line) *monk*, *while*; *out* (after *played*); *again*, *maiden*, *beneath*.

IV. Analyze —

One day I heard a boy say to his younger brother, who was crying lustily, "Now, Tom, I certainly know you do not want anything, but what do you think you want?" That boy was a philosopher, and went to the root of the matter. What we think we want, not what we really want, frets us most

V. Compose sentences in which there shall be two examples of nouns and two of pronouns used in each of the three persons.

VI. Write sentences containing an infinitive used as, (a) *the subject of a verb*, (b) *the object of a verb*, (c) *a noun in opposition*, (d) *the object of a preposition*, (e) *an adjective*, (f) *an adverb*.

VII. 1. Which sentence is correct and why?

- (a) } I intended to write him a letter.
 } I intended to have written him a letter.
 (b) } I expected to be at home when you called.
 } I expected to have been at home when you called.
 (c) } He thought to see him at his office.
 } He thought to have seen him at his office.

2. Which of the bracketed verb forms do you prefer and why?

(a) It is I that (is, am) to blame. (b) Three times two (is, are) six.
 (c) Two and two (make, makes) four. (d) *Ph* (has, have) the sound of *f*.
 (e) About forty feet of the bridge (was, were) swept away. (f) Enough labor and money (has, have) been spent on it already.

VIII. Write a sentence containing a phrase used as (a) an adjective; (b) an object; (c) the object of a preposition; (d) a subject; (e) an adverb.

IX. 1. Write three sentences containing clauses used as *nouns*, three containing clauses used as *adverbs*, and three containing clauses used as *adjectives*.

2. Clauses may be introduced by *subordinate conjunctions*, *pronouns*, *adjectives*, or *adverbs*. Give an illustration of each.

X. Write not less than ten sentences describing the room in which you are sitting.

GEOGRAPHY.

I.

1. For what parts of the earth is the sun directly overhead at mid-day on at least one day in the year? For what parts is the sun ever invisible for 24 hours or more, continuously?

2. Why is it warmer here in summer than in winter?

3. When it is 6 a. m. at Greenwich, what o'clock is it at Philadelphia

(Lat. 40° N., Long. 75° W.), and what o'clock at Melbourne, (Lat. 38° S., Long. 145° E.) ?

4. The mouth of the Gaboon River and the mouth of the Amazon are both on the equator, the former is in Long. 10° E., the latter in Long. 50° W. How many miles apart are they ?

5. Maps.

(a) What is a map ?

(b) What is represented on a map ?

(c) Describe name, and give uses of lines running north and south, east and west.

(d) Difference between a map and a globe.

(e) What must be known to read maps correctly ?

6. On the accompanying map of New England

(a) Locate the States.

(b) Draw Connecticut, Merrimac, and Kennebec Rivers.

(c) Locate Boston, Portland, Providence, New Haven, Portsmouth, Bennington.

(d) Indicate Green Mountains and White Mountains.

(e) Locate Cape Cod Bay, Penobscot Bay, Buzzards Bay, Massachusetts Bay.

(f) Number States in order of size.

7. (a) Draw an outline map of South America.

(b) Indicate on the map the three principal rivers.

(c) Locate on the map Rio Janeiro, Valparaiso, Lima, Quito, and Buenos Ayres.

(d) Indicate on the map where the following are found or raised — diamonds, gold, cattle, coffee.

(e) What and where are the silvas of the Amazon ?

(f) Name five animals of South America.

8. (a) Name and locate the great plains of the Western Continent.

(b) Of the Eastern.

9. (a) State the direction of the great mountain systems of the Western Continent.

(b) Of the Eastern.

(c) Name and locate the sections into which North America is divided by her mountain systems.

10. Give outline lesson on one of the following topics.

1. Forms of land.

2. Forms of water.

3. Productions.

4. Occupation.

II.

1. What is meant by direction? distance? the cardinal points? Show how the movements of the earth determine the divisions of time.

2. Maps.— 1. What is a map ?

2. Uses ?

3. What is represented ?

4. Describe and name the lines running north and south.
5. Describe and name the lines running east and west.
6. The difference between a map and a globe.
7. What must be known to read maps correctly?
3. Rivers.—1. Show how a river is formed; state the various kinds of sources that rivers have.
2. Name one river in each of the continents, and describe two of those named.
3. Mention two rivers that flow through lakes.
4. Continents.—1. In what direction do the mountains run in the old world?
2. Name three natural circumstances that make differences between continents.
3. Point out the advantages of North America.
5. Asia.—1. Highlands.
2. Lowlands.
3. Climate.
4. Products.
5. People.
6. Religions.
6. Compare Asia and Africa in the above particulars.
7. Give the principal islands about the coast of North America.
8. New England.—1. Between what parallels?
2. Boundaries.
3. Name States in order of size.
4. Which has greatest length of seacoast?
5. Name principal industry in each.
6. Slopes; ranges of mountains.
7. Rivers.
9. Connecticut.—1. In what direction does the surface slope?
2. Draw map locating
 - (a) Counties.
 - (b) Rivers.
 - (c) Capital.
 - (d) Cities.
10. What waters are connected and what lands are separated by the following straits: Behring, Dardanelles, Ormuz, Mocassar, Messina.
11. Where are the following cities: Amsterdam, Sheffield, Odessa, Alexandria, Milan, Adelaide, Astrakhan, Calcutta, Cobul, Montevideo.

III.

1. (a) Draw map of Connecticut.
- (b) Locate counties, cities, highlands, rivers, and the town where you reside.
- (c) Why is the Connecticut Valley fertile?
2. Sketch a map of the Atlantic Ocean, indicating (a) boundaries, (b) currents, (c) principal islands.

3. Terms: *define*
 - (a) Commerce.
 - (b) Industries.
 - (c) Productions.
 - (d) Mining.
 - (e) Structure.
 - (f) Head Waters.
 - (g) Head of Navigation.
 - (h) Drainage.
 - (i) Capital.
4. Soil —
 - (a) Origin.
 - (b) Distribution.
 - (c) Irrigation.
 1. Where carried on.
 2. To what extent.
5. Atmosphere —
 - (a) Properties.
 - (b) Effects of heat.
 - (c) Currents.
 - (d) Moisture.
 - (e) Condensation.
6. Products —

Wheat, Grapes, Cotton, Wool.

Belts and localities in which the above are chiefly produced
7. The Mississippi System —
 - (a) Its principal tributaries.
 - (b) Its carrying trade.
 - (c) The States included in the area drained.
 - (d) Its place in development of country.
8. What subjects are included under —
 - (a) Mathematical geography.
 - (b) Physical geography.
 - (c) Political geography.
 - (d) What connection is there between the physical and political geography of a country?
 - (e) Give an example of the way in which the physical geography of a country affects the condition and pursuits of its inhabitants.
9.
 - (a) Name five of the best harbors on the Atlantic coast.
 - (b) Which are *termini* of transatlantic steamship lines?
 - (c) Name some of these lines.
 - (d) Name one railroad that extends westward from each of these ports.
10. Write a set of topics for systematic study of one continent.

What books on geography have you studied or read?

What five books would you recommend to pupils?

HISTORY.

I.

[Write upon six of the following subjects, including in all cases the 8th.]

1. Original colonies.
 - (a) Draw a map locating each.
 - (b) Write a list in chronological order of settlement, giving dates.
 - (c) The place of settlement.
 - (d) The leader.
 - (e) By what nation or people settled.
 - (f) By what sect.
 - (g) Form of government.
2. Intercolonial wars —
 - (a) Write a list in chronological order.
 - (b) Cause of each.
 - (c) Why named.
 - (d) One decisive or important engagement.
 - (e) One general on each side.
 - (f) Result.
3. War of 1812 —
 - (a) Causes.
 - (b) Naval operations.
 - (c) Baltimore — Detroit.
 - (d) New Orleans: Why was the battle fought after peace was declared?
 - (e) Treaty.
 - (f) Results.
4. Beginning with 1840, give for each presidential election —
 - (a) Parties.
 - (b) Candidates.
 - (c) Questions at issue.
 - (d) Result of election.
5. Make outline of one administration prior and one subsequent to 1840, giving —
 - (a) Name of President.
 - (b) When inaugurated.
 - (c) Name of predecessor — successor.
 - (d) Name of Vice-President.
 - (e) By what party elected, and issues involved in election.
 - (f) Illustrate the policy of the administration.
 - (g) States admitted, if any.
 - (h) Three important events.
6. Trace some general through the war for Independence or the war for the Union.
7. Grant's administration. Explain the topics given —
 - (a) Black Friday.
 - (b) Fifteenth Amendment.
 - (c) Chicago Fire.

- (d) Geneva Arbitration.
- (e) Credit Mobilier.
- (f) Modoc War.
- (g) Salary Grab.
- (h) Financial Panic.
- (i) Resumption Act.
- (j) Centennial.
- 8. Connecticut —
 - (a) Settlement; why; by whom? (State some facts as to New Haven Colony.)
 - (b) Indians; treatment; wars.
 - (c) Charter; constitution.
 - (d) Towns.
 - (e) Union of New Haven with Connecticut.
 - (f) Illustrious men.
 - (g) Industrial progress.
 - (h) Education.
- 9. Presidential Election.
 - (a) Meaning.
 - (b) Who can vote?
 - (c) For whom do they vote?
 - (d) Steps to the final declaration of the result.

II.

- 1. (a) What is the object of teaching history?
- (b) Should scholars memorize dates? Reasons.
- (c) What period of United States history is most important? Reasons.
- (d) The biography of what men is important in teaching period of formation of constitution.
- (e) What supplementary books would you use?
- 2. (a) Indications that another people lived in this country before the Indians.
 - (b) Location of remains.
 - (c) Period.
- 3. (a) Inducements to discovery and exploration.
- (b) Different influences in England and Spain.
- 4. (a) Foreign assistance to United States in war for Independence.
- (b) Name and give brief account of three foreign officers.
- (c) Give account of the aid asked in return and the result of the request.
- 5. Articles of Confederation —
 - (a) What were they?
 - (b) When in force?
 - (c) Why unsatisfactory?
- 6. Constitution —
 - (a) Difficulties in the way of formation.

- (b) What course was necessary to its adoption ?
- (c) Outline the difference between the government under the articles of confederation and the constitution.
- (d) Mention five signers of constitution and give brief account of two.
- (e) Who signed from Connecticut ?
- 7. Compromise Act of 1850 —
 - (a) Provisions.
 - (b) Author.
 - (c) Immediate cause.
 - (d) What gave offense to Northern States and how did they retaliate?
- 8. Tariff —
 - (a) What is it.
 - (b) When was the first tariff proposed and passed ?
 - (c) Give account of important subsequent tariff legislation.
 - (d) What is meant by "free trade" and "protective tariff" ?
- 9. United States Senate —
 - (a) How chosen.
 - (b) For how long.
 - (c) Number.
 - (d) Presiding officer.
- 10. Connecticut —
 - (a) When settled by English ?
 - (b) From what colony ?
 - (c) Where ?
 - (d) On what did the English base their claim ?
 - (e) On what did the Dutch base their claim ?
 - (f) Sir Edmund Andross.
 - (g) Union of Connecticut and New Haven colonies.
 - (h) First constitution.

PHYSIOLOGY.

I.

- 1. What is meant by physiology, anatomy, hygiene ? Illustrate each.
- 2. Name the organs of respiration and locate them by a diagram or by full description.
- 3. (a) How much should we eat ?
- (b) What guides have we as to *what* we should eat ?
- (c) State fully *when* we should eat.
- (d) *How* should we eat ?
- (e) The purpose of cooking food.
- 4. Explain how we move. What is exercise ? Why do we need it ? The effects of too little. How much should we take ? The best time ?
- 5. Describe the digestive tube. What is meant by digestion.
- 6. The use of clothing ? The effect of tight clothing.
- 7. What is reflex action ? Illustrate by examples.

8. Explain how we are able to hear. Give directions as to care of the ear.

9. How do bones grow? How are they repaired? The uses of bones. What are sutures?

10. What is meant by stimulants and narcotics? What is the effect of alcohol upon the nervous system?

II.

1. (a) What is the nature of blood?
(b) How does the blood move?
(c) How is the blood changed by air?
(d) How is the blood changed by food?
(e) Draw a diagram of blood's course.
2. (a) Why do we eat?
(b) What kind of food should we eat?
(c) How much should we eat?
(d) The purpose of cooking food.
3. Digestion,—what changes the food in the mouth—the stomach, the intestines?
4. (a) Why are muscles needed?
(b) How are muscles arranged?
(c) The purpose of exercise.
(d) The benefit of regular exercise?
(e) Of rest.
(f) Duties of voluntary muscles, of involuntary muscles?
5. (a) Use of nerves.
(b) Relation of habit to nerves?
(c) Why does nervous action demand food?
6. (a) What does the eye do for the optic nerve?
(b) What is learned by touch?
7. What part of food is especially made into bones? Care of the bones.
8. What are the immediate effects of alcohol? State in full the effects of alcohol upon digestion.
9. Why should teachers understand physiology? Why should the subject be taught in the public schools?

DRAWING.

I.

1. Define constructive drawing. Tell the purpose for which it is used.
2. Tell what is meant by "working drawings" and make a "set" of them for the following objects :
 Drawings "full size" { (a) A cylinder, 3 inches high, $1\frac{1}{2}$ inches diameter.
 (b) A rectangular block, 2 inches high, 4 inches long, $1\frac{1}{2}$ inches wide.
3. Define and illustrate all the quadrilaterals.
4. Write a description of the following objects :
 (a) A sphere.

- (b) A cube.
- (c) A cone.
- (d) A triangular prism.

II.

5. Define representative drawing. Tell by whom and for what purposes it is used.

6. Draw some simple object in the room in which you are sitting, a book for instance ; describe it and its position with relation to the eye, underneath the drawing.

7. Draw a cylinder in the following positions :

(a) In front of and below the eye, axis vertical.

(b) In front of and parallel to the eye, axis oblique.

(c) Below and to the left of the eye, axis horizontal. Shade these objects, source of light from the left.

III.

8. What is decorative drawing ? How and by whom used ? Name and illustrate the principal historic styles of ornament.

9. Draw from memory some familiar flower and leaf with stem, showing the order of growth.

10. Conventionalize the same as a "unit of design." Design an ornament for some article of use, using this unit of design as a "motive" ; for instance, a tile, a border or frieze, a repeating figure for wall paper or fresco, etc.

SINGING.

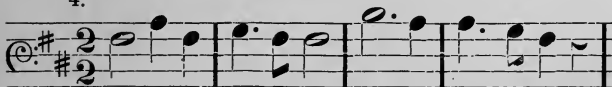
1. Show how the scale in key of F is developed from scale in key of C.

2. Write ten measures of a melody in $\frac{6}{8}$ time, key of E.

3. Calling the key-note or tonic 1, give numerals for the following notes:



4.



5. What tones are common to the keys of B flat and E ?

6. Make and name three different notes, and three different rests.

7. Explain these marks :



8. Give examples of three different kinds of intervals. Name them.

EXAMINATIONS

FOR

ADVANCED CERTIFICATE.

PROGRAMME.

First Day.

A. M. — 9.00 to 11.00,	- -	CIVIL GOVERNMENT.
11.00 to 12.30,	- -	PHYSICAL GEOGRAPHY.
P. M. — 1.30 to 4.00,	- -	GEOMETRY.
4.00 to 6.00, Choice of	{	{ ENGLISH LITERATURE, } CHEMISTRY. }

Second Day.

A. M. — 9.00 to 12.00,	- -	ALGEBRA.
P. M. — 1.00 to 3.30,	- -	PHYSICS.
3.30 to 6.00,	- -	GENERAL HISTORY.

Examinations cannot be given in the different branches at any other hours than those mentioned above.

Candidates desiring to take advanced studies are requested to confer with examiner.

Theory and Practice are given under the different subjects.

ALGEBRA.

- (a) Remove the brackets from
 $a - [5b - \{ a - (3c - 3b) + 2c - (a - 2b - c) \}].$
- (a) Find the G.C.D. of $3a^2 - 2a - 1$ and $4a^3 - 2a^2 - 3a + 1.$

(b) Simplify $\frac{x^2 + 2x - 3}{x^2 + 6x - 7}$

(c) Simplify $b + \frac{\frac{a}{c}}{d + \frac{e}{f}}$

3. (a) Solve $\frac{m}{x} + \frac{n}{y} = 1.$ $\frac{n}{x} + \frac{m}{y} = 1.$

4. (a) $a_3^p \times a^q$

(b) $(a_3^p)_2^q = ?$

(c) $a^2 \times a^3 = ?$

- (d) Find product of $a^{\frac{1}{2}}$, $a^{-\frac{1}{3}}$, $a^{-\frac{1}{4}}$, and $a^{-\frac{1}{5}}$.
 (e) $a^m \times a^n = ?$
5. (a) Solve $(x-3)(x^2+8x+12)=0$.
 (b) $x+4\sqrt{x}=21$.
 (c) Find the equation whose roots are 3 and $-\frac{1}{5}$.
6. Given that y varies as x , and that $y=3$ when $x=1$, find the value of y when $x=3$.
7. Deduce the formula for finding the sum of the terms in Arithmetical Progression, when the first term, last term, and number of terms are given.
8. Find the sum of the series $2, \frac{2}{3}, \frac{2}{9}$ to infinity.
9. What term of what power of $(a-c)$ is $126a^5c^4$?
10. What are eggs a dozen when two more for twelve cents lowers the price one cent per dozen?

GEOMETRY.

1. Define angle, rhomboid, perimeter.
 What is an axiom ; a corollary ?
 Define polyhedron right pyramid.
2. Demonstrate. Two parallel straight lines are everywhere equally distant from each other.
3. If $a:b::c:d::e:f$, then will $a:b::a+c+e:b+d+f$.
4. Problem: To construct a triangle equivalent to a given polygon.
5. The radius of a sphere is 15 inches, find volume and surface.
6. Demonstrate. If a straight line is perpendicular to a plane all planes passing through that line will be perpendicular to the plane.
7. Give the formulae for volume and surface of a cone ; volume and surface of a cylinder.
8. Demonstrate. The sum of all the sides of a spherion polygon is less than the circumference of a great circle.
9. Find the surface of a zone, the diameter of the sphere being 72 feet and the altitude of the zone 24 feet.

BOOK-KEEPING.

1. For what is stock debtor ? For what creditor ?
2. What is entered on the debtor side of the expense account ?
 What on the creditor side ?
3. In double entry what two sums must be entered in the merchandise account to close it ? Which of these comes down as a balance ? To what account is the other carried ?
4. What is a trial balance ? For what purpose is it made ?
5. Show with proper rulings the Day Book and Journal entries which succeed the following statements : New York, Nov. 20, 1886. Commenced business this day with the following resources and liabilities :

Resources, cash, \$25,250 ; notes on hand, \$7,675 ; due from Peter Small, \$1,650. Liabilities, notes outstanding, \$2,400 ; due to Edwin Sturtevant, \$4,968.

6. Enter with full rulings in the Journal Day Book the following transactions and post it to the ledger : Brooklyn, Dec. 29, 1886. Sold to J. A. Simmons on account, two dozen ready-made coats at \$12 each.

PHYSICS.

1. Define the terms velocity, motion, work, and mention the chief forces of motion.

2. (a) What is the smallest possible division of an element ? (b) Of a compound substance ? (c) Are the molecules of water larger or smaller than those of steam ? (d) Give an illustration of molecular motion in a mass that is at rest.

3. (a) Which has the greater momentum, a steamboat at rest or a cannon ball in motion ? Why ? (b) What is the momentum of a 100 pound ball moving 175 feet per second ? (c) Why is a pyramid a very stable structure ?

4. (a) Define the term machine. (b) What advantage is gained by the use of a fixed pulley ? (c) How long must an inclined plane be that a force of 20 pounds may support a weight of 60 pounds, one end of the plane being 10 feet higher than the other ?

5. (a) The downward pressure of the atmosphere on the bottom of an ordinary wooden pail is about a ton. Why is not the bottom forced out, and how can any person carry the pail ? (b) When an inverted bottle is held under water why does not the water fill it and why is it that any water enters the bottle ? (c) How many valves are there in a force pump ? Where are they placed, and in what direction do they open ?

6. (a) Give an experiment showing that there are two kinds of frictional electricity. (b) Illustrate electrical induction by means of the gold-leaf electroscope.

7. (a) Give good reasons for believing that the *earth* is a magnet ? (b) How can I magnetize an iron bar with a current of electricity ? (c) If we should carry a dipping needle from the north magnetic pole of the earth to the south magnetic pole, how would the needle change its position during the journey ?

8. (a) How may we vary the pitch of a violin string ? (b) Describe the waves produced by striking a bell in the air. (c) What is meant by the length of a sound wave ? (d) Why does not Lake Erie freeze solid to the bottom ? (e) Why is it that in a cold room some things seem colder than others ?

9. (a) How does a light differ from radiant heat ? (b) What is a sun-beam ? (c) Draw a section of a prism and draw lines showing the path of a ray of light through it : (d) Why does a body appear red ?

10. (a) How far will a body move during the fourth second of its fall ? (b) What must you do to a pendulum to make it vibrate three times as

fast? (c) If the moon were twice as far from the earth as it is what would be the effect upon the brilliancy of moonlight? (d) If a centigrade thermometer records 15° what will be the reading of a Fahrenheit thermometer by its side?

CHEMISTRY.

1. (a) Give experiments showing preparation and properties of oxygen.
(b) Its relation to animal life.
(c) The allotropic forms of oxygen.
 2. Name the following and tell whether they are acids, bases, or salts, and how is it shown by the formulæ KClO_3 , KHO , HNO_3 .
 3. (a) Describe experiments to show what happens when a candle burns.
(b) Why does not the wick burn?
(c) Why does blowing a candle quench the flame, while blowing a fire makes it burn more briskly?
 4. Give the history of a piece of anthracite coal.
 5. Describe as fully as you can the element potassium and its compounds.
 6. Describe the process of fermentation.
 7. (a) Explain $\text{NaCl} + \text{H}_2\text{SO}_4 = \text{HCl} + \text{HNaSO}_4$.
(b) How many grammes of HCl can be made from 200 grammes of Na . $\text{ClNa} = 23$, $\text{Cl} = 35.5$, $\text{H} = 1$, $\text{S} = 32$, $\text{O} = 16$.
 8. Write the reaction which takes place when muriatic acid is poured on calcium carbonate, and tell what you can of the product.
-

PHYSICAL GEOGRAPHY.

1. Give a classification of islands according to origin. Describe the formation, geological character, and vegetation of a coral island.
2. Outline briefly the Physical geography of the United States.
3. What is a glacier? How is it formed? Where are glaciers found? Describe the motion of a glacier.
4. How do you account for the dryness of the climate of Colorado and Wyoming Territory?
5. What are the two constant motions of the earth? Describe each of these motions and the phenomena to which it gives rise.
6. Describe four large rivers in Europe, three in Asia, two in Africa.
7. Describe the climate and productions of Mexico.
8. To what great families do the peoples of Europe belong? Specify by countries or group of countries.
9. Where are the great cotton and the great silk growing regions of the world?

CIVIL GOVERNMENT.

1. (a) State principal executive officers of a town.
(b) Duties of a town clerk.
2. (a) Number of members in State legislative department, each branch.
(b) What is the executive department of the State?
(c) The powers of the Governor.
3. (a) State the different judicial courts of the State and of what they are composed.
(b) Duties of a probate court.
4. (a) In what ways may a bill before Congress become a law?
(b) State the different presiding officers of the Senate.
(c) Qualifications for Senator and for Representative.
5. (a) State what you can about naturalization?
(b) State what you can about patents.
6. (a) Describe the counting of the electoral votes.
(b) What action is taken by the House of Representatives if no person receives a majority of the electoral votes?
(c) State the order of succession to the Presidency.
7. (a) Name four defects of the Articles of Confederation which led to the adoption of the Constitution.
(b) Give the dates of the adoption of the Declaration of Independence, the Constitution, the Articles of Confederation, and of the inauguration of Washington.
8. (a) Why are children educated?
(b) State all the uses of taxes and by whom are all taxes finally paid?
(c) State the sources from which the money for the support of common schools of this State is derived.
9. How is the United States represented abroad?
How are the officers that represent it selected?
What are their official titles and principal duties?

 ENGLISH LITERATURE.

1. Sketch the plot of one of the following plays of Shakspeare: "Romeo and Juliet," "As You Like It," "Merchant of Venice." Describe each of the principal characters in the play sketched. Quote from the play where your quotation will illustrate your characterization.
2. Name the principal works of Bancroft, Hildreth, Prescott, Motley, and Parkman. Describe the style of each writer, and state the period of history treated of in each work.
3. Name the authors of the following works and state the period or reign in which they lived: "The Hind and Panther," "The Spectator," "Rasselas," "Decline and Fall of the Roman Empire," "Childe Harold."
4. Tell the story of Longfellow's "Evangeline." Describe the metres in which "Hiawatha" and "Evangeline" are written.

5. Name five reasons why the "Canterbury Tales" deserve the place in literature that has been assigned them.

6. Name five prominent English novelists, and give your estimate of the genius and writings of each.

GENERAL HISTORY.

1. When and under what circumstance did Greece become a Roman province? Mention two important effects of the conquest of Greece upon Rome.

2. What were the most famous games of the Greeks? When and how often were they held? Describe the Amphictyon Council.

3. Give a brief account of the Saracen invasion of Europe.

4. By what European nation was the west coast of Africa first explored? When and by whom was a sea-route between Europe and India first opened up? What was the effect of these events on European commerce? How did they stimulate discovery in the Western Hemisphere?

5. State in regard to each of the following battles, the nationalities engaged, the period at which it was fought, and the result: Bannockburn, Agincourt, Blenheim, Monongahela, Sedan.

6. Write a brief account of the life and services of Thomas Jefferson.

NORMAL SCHOOL.

ENTRANCE EXAMINATIONS.

1888.

ARITHMETIC.

I.

1. A gentleman divided \$4,000 among his three sons, James, Henry, and Newton. James received \$500 more than Henry, and Henry \$300 more than Newton. What was the share of each?

2. Change the following to decimals and add the results:

$$\frac{1}{8}; \frac{4}{25}; \frac{8}{500}; \frac{4}{200}.$$

3. $(40 \div .0005) \times (.0005 \div 40) = ?$ decimal.

4. A room is 15 feet long and 14 ft. 6 in. wide. How much will it cost to lay a border of hard wood 3 feet wide around this room at 5 cents per square foot?

5. The longitude of New York is $74^{\circ} 0' 13''$ W., and that of Chicago is $87^{\circ} 35'$ W. At 3 o'clock P.M. at Chicago, what would be the time at New York according to the longitude? What by standard time?

6. Change to a % the following:

$$\frac{1}{8}; \frac{1}{14}; 3; 5\frac{1}{8}.$$

7. Two horses were sold for \$300 each. On one there was a gain of 25% and on the other a loss of 25%. What was the gain or loss on both transactions?

8. A note for \$500 maturing June 15, 1887, was discounted April 28th at a bank which charged 7%. Find the proceeds.

9. Extract the square root of 120409.

10. It requires $28\frac{1}{2}$ square yards of carpeting to cover a floor whose width is to its length as 2 to 3. What are the dimensions of the room?

II.

$$\begin{aligned} 1. \quad \frac{7}{8} + \frac{1}{2} + .2 &= & (\frac{7}{8} - \frac{2}{8}) + .25 + .005 &= \\ (\frac{5}{8} \text{ of } \frac{2}{3}) + .56 &= & .04 \times .0004 &= \end{aligned}$$

2. Three persons purchased property. A pays \$1,200, B pays two-thirds as much as A, and \$200 more than C. If the property rises in value \$400, what will be the value of the property of each.

3. What is $66\frac{2}{3}\%$ of \$2.10?
 $37\frac{1}{2}\%$ of .36?
 42 is 7 % of what sum?
 12 is what % of 8?
 $37\frac{1}{2}$ is what part of $112\frac{1}{2}$?
4. A bunch of braid costing \$4 contains $133\frac{1}{3}$ yards. It is sold at a gain of $\frac{2}{3}$ of a cent per yard. How much would be paid for five yards? What is the rate of gain?
5. How many yards of carpeting $\frac{3}{4}$ of a yard wide will be required for a room 9 ft. wide and 11 ft. long? Illustrate by a diagram.
6. A merchant paid \$2 per yard for silk. How shall he mark the goods that he may make a deduction of $16\frac{2}{3}\%$ and still gain 25 %, allowing 5 % for bad debts?
7. What does a man gain by buying lemons at the rate of 12 for 15 cents, and selling them at the rate of 2 for 3 cents?
8. A certain sum of money put at interest at 5 % for 2 years and 4 months has amounted to \$1,128. What was the principal?
9. A gentleman had \$9,600 invested in stock, bought at 40 (par 25), which paid $3\frac{1}{8}\%$ on the investment, but sold out at $42\frac{1}{2}$ and invested in 6 % stocks at 51 (par 50). How will his income compare with what it was at first?

GRAMMAR.

I.

1. Write a sentence containing an abstract noun, a proper noun showing possession, an adjective showing comparison, and a verb in the past tense.
2. Give ten words that are irregular in forming their plural. Use these words in the possessive plural, placing them before appropriate nouns.
3. Change the phrases in the following sentences to equivalent *words*, naming class to which they belong:
 - (a) She was dressed in fashion.
 - (b) William is a man of truth.
 - (c) Steamboats were unknown at that time.
4. Change the following sentences to express past time.
 - (a) The bread rises before it is baked.
 - (b) When are you expecting to go?
 - (c) He ought to go early to-day.
5. Explain the meaning of the following abbreviations: A.D., P.M., viz., 'tis, LL.D. When may abbreviations be properly used?
6. Write sentences containing the following words correctly used: *beech, family, but, stationary, grate, principal.*

7. Point out a difference in meaning:

- (a) I found the way easy.
- (a) I found the way easily.
- (b) He will do as you wish.
- (b) He shall do as you wish.

8. Write as fully as you can upon the thoughts suggested by following stanza:

Those evening bells! those evening bells!
 How many a tale their music tells
 Of youth and home, and that sweet time
 When last I heard their soothing chime.

MOORE.

II.

1. Illustrate the different uses of the capital and period.

2. Define, and illustrate in sentences:

- (a) Collective noun.
- (b) Abstract noun.
- (c) Adjective noun.
- (d) Relative pronoun.

3. Add predicates (indicative mood) to the plurals of the following subjects, illustrating each of the tenses: *army, trout, son-in-law, child, chief, echo, valley*.

4. Write the words which express the positive degree of *best, most, worse, next, farther*.

5. Name the auxiliary verbs and give sentences illustrating correct use of each.

6. Write simple sentences containing:

- (a) Verb in active voice.
- (b) Verb in passive voice.
- (c) Verb in the progressive form.

7. Give the spelling in both voices of the verb *take*.

8. Write an advertisement of some article lost or found, for insertion in a newspaper.

III.

1. Write a sentence containing at least fifteen words and requiring seven capital letters.

2. State whether the italicized words in the following sentences are adjectives or adverbs:

- (1.) I arrive *late*.
- (2.) Are you *well* to-day?
- (3.) You do not act *well*.
- (4.) Do not be so *restless*.
- (5.) You are *all* wrong.

3. Give a list of ten peculiar *number* forms and state the peculiarity of each.

4. Analyze the following stanza:

On a rock whose haughty brow
Frowns o'er old Conway's foaming flood,
Robed in a sable garb of woe,
With haggard eyes, the poet stood.

5. Write a sentence requiring the following marks: a comma, a period, an interrogation point, and quotation marks.

6. An incomplete intransitive verb may be completed by an attribute which may be an adjective, a noun, a pronoun, a participle, an infinitive, a prepositional phrase or a clause. Give an illustration of each.

7. Change the voice of the verbs in the following sentence: Education begins the gentleman, but reading, good company, and reflection must finish him.

8. Write a short conversation between a merchant and one of his customers.

9. Write your name and post-office address.

IV.

1. Write sentences and state the class to which each word belongs.

2. Write sentences illustrating the difference between *shall* and *will*, *may* and *can*.

3. Give examples of regular and irregular inflection of adjectives.

4. Inflect a personal pronoun.

5. Define and give examples of a common (or qualifying) adjective; a demonstrative pronoun; an intransitive verb.

6. Which is correct, "spoonfuls" or "spoonsfull?" "son-in-laws" or "sons-in-law?"

7. Correct:

I meant to have gone.

Let him go with John and I.

He don't read well.

How do you like here.

8. Write a letter of not less than ten sentences describing a journey.

9. Write and analyze a complex sentence.

10. Write your name and post-office address.

GEOGRAPHY.

I.

1. What are the differences between a cape and a peninsula? a hill and a mountain?

2. What advantages of position has Chicago? Bound the lake on which it is situated.

- 3 and 4. Sketch a map of New England. Locate in it the principal commercial cities of each State; the main rivers; one line of railroad.

5. Where is Savannah? Mobile? Lowell? Penobscot? Java? Everglades? Milwaukee? Write briefly about each city.

6. Write about ten lines on the geography of the country near your home.

II.

1. (a) Give three proofs of the earth's shape.

(b) Bound the zones.

2. Mention three things that affect the climate of a place.

3. Draw a map of Connecticut. Locate counties, cities, and rivers.

Compare Connecticut with Alabama in respect to: (a) size; (b) climate; (c) productions; (d) inhabitants.

4. Write about the three great plains of South America and the cities located in each.

5. Go by ship from London to Constantinople and describe all you would see on the route: straits, capes, cities, islands, etc.

6. Name the points of interest to travelers in London, Paris, St. Petersburg, Moscow, Rome, Athens.

7. Describe the surface of Maine, Louisiana, and California.

8. Write what you can about New Haven, New Britain, Hartford, and New London.

9. Locate and state some fact about Cracow, Melbourne, Cairo, Geneva, Chicago, Omaha, Pittsburg, St. Louis.

10. Bound the Japan Islands; France.

III.

Write briefly upon the following topics:

1. Connecticut:

Rivers.

Sources of wealth.

Railroads.

2. Coast of the United States:

Commercial harbors.

Extent.

Climate.

Defenses.

3. England:

Its size compared with New England.

Number and occupations of inhabitants.

Its capital and leading cities.

Its government.

Its army and navy.

Its territorial possessions.

4. Transportation:

Between Chicago and New York.

New York and London.

New York and France.

San Francisco and China.

5. Rivers:

What determines their courses.

How they affect the regions through which they flow.

The sources of the waters they contain.

Navigable rivers.

HISTORY.

I.

1. Name three of the early discoverers, and the parts of America discovered by each.

What was the object of each discoverer?

2. Give an account of the settlement of the Carolinas?

What was the Grand Model?

3. Describe the treatment of the colonies by England before the Revolution.

4. Give the causes of the war of 1812.

5. What were:

Kansas-Nebraska Bill?

Monroe Doctrine?

Filibustering Expedition?

6. Give the principal events of Buchanan's administration.

7. Outline Sherman's March to the Sea.

8. What accessions of territory have been made to the United States since 1800?

II.

1. Mention four Spanish discoverers, three French, two English, and tell what each discovered.

2. Settlement of Maryland.

3. Give cause and result of Queen Anne's war.

4. What were:

(a) Boston Port Bill?

(b) Quartering Act?

(c) Boston Massacre?

5. Describe the campaign in Pennsylvania in 1777.

6. Tell all you can of the admission of Missouri.

7. Causes of the war of 1812.

8. Who introduced several compromise bills into Congress? What were they?

9. Lee's two invasions of the North.

10. What is the civil service reform?

III.

1. Tell what you can of the Cabots.
2. What territory did the *Spanish* claim by right of discovery or exploration? *English? Dutch? French?*
3. Tell what you can of the colony of Pennsylvania.
4. Write briefly upon these famous men: Patrick Henry? General Warren? Thomas Jefferson?
5. Importance of the battles of Monmouth? Tell what you can of Arnold's treason?
6. Give the important events of Jackson's administration.
7. Causes of Mexican war? Generals on the American side?
8. What were: Fugitive Slave Law? Dred Scott Decision?
9. In what campaign were Fort Donelson and Fort Henry captured? Importance of the capture?
10. What is a tariff for revenue only? For protection?

OUTLINE SCIENCE LESSONS

IN

ELEMENTARY SCHOOLS.

Third and fourth years, . . .	{	Animals.
	{	Plants.
Fifth and sixth years, . . .	{	Rocks and Minerals.
	{	Candle Flame, etc.
	{	Liquids.
	{	Gases.
Seventh and eighth years, . .	{	Heat. (Clouds, Rain, Snow, Winds, Currents, Steam, etc.)
	{	Sound. (Music.)
	{	Magnetism.
	{	Electricity. (Telegraph, etc.)
	{	Light. (Color.)
	{	Force and Motion. (Machines and Power.)

LESSONS ON ANIMALS.

STUDY OF GROUPS BY MEANS OF TYPES.

- | | |
|---|---------------|
| 1. Vertebrates. | 3. Mollusks. |
| Cat. (Or some stuffed specimen, as a Squirrel.) | Clam. |
| Bird. | Snail. |
| Fish. | |
| Frog. | 4. Radiates. |
| | Star-fish. |
| 2. Articulates. | 5. Protozoan. |
| Lobster. | Sponge. |
| Common Fly. | |

DIRECTIONS TO TEACHERS.

1. Show the specimens, or similar ones, suggested in the program.
2. The method of studying each specimen may be somewhat as follows:

Pupils may observe —

- (a) Size, form, color.
 - (b) Other characterizing features.
 - (c) Method of getting air, or breathing.
 - (d) Facts about eating.
 - (e) Means of locomotion.
 - (f) Facts about seeing, hearing, etc.
3. The specimen may be used for a drawing lesson.
 4. The pupils may learn from the teacher or from books : —
 - (a) Where the specimen lives.
 - (b) Its habits.
 - (c) Its usefulness.
 - (d) Other common animals belonging to the same group.
 5. Some exercise may be given in classifying.
 6. Supplementary reading may be pursued in connection with these lessons.

LESSONS ON ROCKS AND MINERALS.

PROGRAM.

<i>Types.</i>	<i>Allied Specimens.</i>
1. Sandstone.	Conglomerate. Clay Stones. Slate.
2. Granite.	Gneiss. Mica Schist. Syenite. Soapstone.
3. Trap.	Lava.
4. Limestone.	Chalk.
5. Coal.	

MINERALS.

1. Quartz.	3. Calcite.
Rock Crystal.	4. Gypsum.
Milky Quartz.	5. Feldspar.
Smoky “	6. Mica.
Rose “	7. Hornblende.
Agate.	8. Talc.
Flint.	9. Tourmaline.
2. Garnets.	

METALS.

- | | | |
|------------------------|------------|----------------|
| 1. Iron. | { Cast. | 4. Tin Ore. |
| | { Wrought. | Tin. |
| | { Steel. | 5. Zinc Ore. |
| Iron Ore. | | Zinc. |
| Iron Pyrites. | | 6. Gold Ore. |
| 2. Lead Ore. (Galena.) | | Gold. |
| Lead. | | 7. Silver Ore. |
| 3. Copper Ore. | | Silver. |
| Copper. | | 8. Platinum. |
| | | 9. Brass. |

DIRECTIONS TO TEACHERS.

1. Specimens suggested in the program should be shown.
2. Pupils should observe concerning each specimen —

(a) Size, form, color.

(b) *Lustre*.—Does it shine?

Hardness.—Soft, moderate, hard.

Cleavage.—Does it break more easily in one direction than in another.

(c) Other characterizing features.

3. Begin with rocks and lead to the study of minerals by showing that they are in rocks, as the component parts.

Study the structure and history of common rocks.

Classes :—

1. Water Rocks. (Sedimentary.)
2. Fire “ (Igneous.)
3. Shell “ (Calcareous.)

History of fragments, pebbles, gravel, sand, and mud.

Action of gutter streams, water in cracks and pores, rivers, sea waves, weather.

Production of soil.

Rocks formed from the remains of *plants*; from the remains of *animals*.

Strata, beaches, mountains, ripple marks, rain prints, animal tracks, fossils.

History of the earth's crust.

MANUAL TRAINING.

IN WHAT IT CONSISTS ; ITS EDUCATIONAL VALUE ;
ITS PLACE IN THE SCHOOLS.

BY S. T. DUTTON, SUPERINTENDENT OF SCHOOLS, New Haven.

Manual Training is the cultivation of the mind through the hand and eye, which are closely wedded in all working, whether in art or industry. The mind directs all activity of the body, and there is no such thing as training the eye to see, the ear to hear, or the hand to do, except as the mind is active in directing these actions.

The senses are the channels through which all information flows to the mind, and the tongue and the hand are the principal avenues through which thought flows outward and expresses itself in language and action. All deeds, whether great or small, are conceived in thought. In thought they are nourished and grow until at length they spring forth to beautify and bless the world, or to blight and curse it. The expression of thought in word and deed is to the mind what muscular exercise is to the body. As the body must be nourished by proper food, and must receive suitable exercise, so the mind, through the senses, gets its nourishment, and by means of its own activity grows stronger and preserves a healthy tone.

But there is also the principle of inter-dependence; the same activity that insures health of body conduces also to health of mind; the brain is no less an organ than the hand, and therefore demands pure blood for its sustenance. Physical exercise then is as good for the mind as for the body, and, in so far as Manual Training has in it the element of exercise, it serves a good end. But when, by means of the eye and the hand, the mind executes its own thought in modeling, in drawing, in painting, in carving, in designing or in construction, there is an immediate reaction upon itself quite different from what occurs in case of the automatic movements of running, walking, or skating. Could we look in upon the brain and study the chemical changes which are

at once the cause and result of its activity, we should see that when it acts as an executive there is the greatest possible rebound of vital force and the wastes of tissues are the soonest repaired. The farmer or the mechanic whose brain is chiefly exercised in directing this manual labor leads a healthier life mentally and physically than the clerk or professional man who follows sedentary pursuits. This is doubtless partly due to the beneficial effects of outdoor life with its attendant exercise, but it is due more particularly to the better equilibrium of brain and muscle, and the healthy reaction of one upon the other. Manual Training undertakes to adopt this law in human economy as an educational factor, and to increase the power of the growing youth by training him in those manual arts that call forth productive thought. No one can deny that power is gained from *doing*, and that repeated acts of doing lead to all that is implied in the terms *habit* and *skill*. Recognizing then at the outset the unity of being as expressed in man, and the reciprocal relations existing between the intellectual and physical, we see in what Manual Training consists.

But leaving this more theoretical view, let us see what the child's environment requires. By no choice of our own are we born into the world. Here we must live and here we must work. The constitution of this planet is such, and human needs are such, that we are compelled to deal with things and forces. We must contend with heat, cold, hunger, and disease. The battle for civilization has been a contest for the supremacy of man over nature. To be sure, history is very shadowy on this subject, and although we enjoy the fruits of partial victory, we know little of what they cost. We do know that the inductive philosophy of Bacon has opened the way for rapid progress and that the close of the present century will witness marvelous things achieved through scientific discovery and mechanical skill. The occult forces have been made to do man's bidding, to bear his burdens, and to flash his thought across ocean and continent. Methods of transacting business have changed and are changing. A student of any one of the learned professions has to face an increasing number of problems; problems that pertain to the material and social condition of the world. Statements of scientific truth have to be revised daily. Human invention and skill expressed in machinery has revolutionized nearly all kinds of labor. Through the chemical arts, materials hitherto neglected have been utilized for the service of man so that it can truly be said, nothing is to be discarded or treated as

worthless. But the past teaches us that all inventions and discoveries are but prophecies of others to follow, and we have only to open our eyes to see that the world's industrial and social organism is growing more and more complex. Human society adapting itself to this industrial age makes new demands upon the individual. To be ignorant becomes a greater curse than ever before. The man who lacks directive intelligence sufficient to run a machine, becomes of less account than the machine itself. To preserve the balance between supply and demand in a great manufacturing community, an increasing number of our youth must find employment in our workshops and factories.

In the present condition of our schools, and with little opportunity for apprenticeship, boys naturally go out and find their level. As they shrink from entering the lowest grades of manual employment we see them crowding for clerkships and positions in the mercantile field. It cannot be otherwise, for the education of the three R's, or even the most varied and complete culture now furnished by the schools will not give those habits of acute perception, clear judgment, and manual dexterity essential to the greatest usefulness in the industrial life. Our graduates have not even an elementary knowledge of materials and processes. No employer can stop to teach them, and unless they possess unusual energy they are likely to become, as it were, cogs in some great wheel and to understand but little of what is going on about them. Here we are brought face to face with the serious fact, that social and industrial progress has outstripped education and left it far behind. Thoughtful people see it and sound a warning, but we schoolmasters rather dread to disturb the peaceful and comfortable regime now in vogue.

I attempted to show at the outset that the youth by reason of the constitution and inter-action of mind and body should receive Manual Training for the purposes of a broader and more harmonious development. I am now trying to show that he should receive such training because of the social conditions about him, or, in other words, that he may the better deal with his environment. Let it be understood then that my argument is based upon no cheap ends of utility or convenience, but rather upon the deepest educational principles, and upon a decent recognition of the demands of the time. School training is only a part of education to be sure, but it is bound to use those means that best fit the youth for a full and well rounded life.

Manual Training as related to public schools is to be sharply distinguished from *technical* training where some science or branch of mechanics is specially pursued, and, as well, from *industrial education* where certain trades or productive occupations are taught. Manual Training consists in the study of things, processes, and principles, and the cultivation of those aptitudes that are of universal value. It teaches the elements of all industry just as the schools now teach the elements of arithmetic and geography. On the principle that language is not all of expression, Manual Training leads the child to express by the hand in artistic and useful forms those ideas that spring up in his mind, under the guidance of the teacher. To emphasize this thought permit me to quote a few words by Dr. C. M. Woodward, director of the St. Louis Manual Training School, who has written himself clear on this subject: "The Manual Training School teaches no trade, prepares for no calling or profession. It gives as wide a training in the practical arts as it does in literary and commercial fields. It stimulates and develops all minds and opens all windows by which youth look out upon the activities of life, and it unbars every entrance thereto. No attempt is made to cultivate dexterity at the expense of thought, no mere sleight of hand is aimed at. Any exercise with tools or with books is valuable only in proportion to the demand it makes upon the mind for intelligent, thoughtful work. In the school shop the stage of mechanical habit is never reached, the only habit actually acquired is that of thinking. No blow is struck, no line drawn, no motion regulated from muscular habit; the quality of every act springs from the conscious will accompanied by a definite exercise of judgment. Such limited training cannot, of course, produce a high degree of manual skill." Such is the true idea of Manual Training, whether in the Kindergarten, in drawing, modeling, needlework, in domestic economy, or in the tool shop. Only elements are taught, and the exercises are so varied that attention and thought are constantly in demand. Concerning the particular features of manual work and their adaptation to the different grades of schools, I shall speak later.

II. Its educational value.

The germ of all true Manual Training is found in the Kindergarten, and wherever a series of Kindergartens has been in operation long enough to furnish a fair test, emphatic testimony is given of the beneficial effects of this form of child culture. In several of our larger cities, like San Francisco, St. Louis, Milwaukee,

Philadelphia, and Boston, ample opportunity has been given to follow the children into other schools and to watch their progress there. A general statement made several years ago, by Miss Sarah B. Cooper, of San Francisco, embodies the declarations of many others. She says: "The Kindergarten concerns itself more with the development of the faculties than with imparting abstract knowledge. It looks less at present acquirements and more at the capacity to learn. It turns the destructive energies into constructive forces. It teaches the child to create and not to destroy. It utilizes play and makes it an educative function. It fosters self-activity for useful ends. It quickens observation, begets habits of attention and perseverance. It cultivates and regulates the will power. It fosters in the child self government. It teaches him respect and reverence for others. It cultivates the eye, hand, and muscles. It prepares for all sorts of technical activity."

No definition of education that I have seen recognizes more pointedly the need of Manual Training than that of Lord Bacon, when he said, "Education is the cultivation of a just and legitimate familiarity betwixt the mind and things." Now there can be no legitimate familiarity with things except by actual, everyday contact, and by applying things to the uses of which they are capable. Whenever this is done in an educational way or, in other words, whenever "brains are mixed with labor," there is given a power that cannot be derived from the study of books. Those in my hearing who were bred to intelligent labor, and who, during the years they were attending school, had constantly to perform manual tasks, know that there was woven into the warp of their characters a kind of fibre that the city boy of to-day does not possess, but if that boy can receive an education that in a measure supplies the missing factor of labor and brings out his observing and executive powers, he will not be found lagging in the race of life. He will get that in the workshop and laboratory that will make him as self-reliant and persevering as the boy who gets his Manual Training in milking the cows, or pulling weeds in the corn field.

In no country has more intelligent thought been given to Manual Training as a part of intermediate and grammar school work than in Sweden. In short, it is a question if this northern peninsular does not exhibit the best school system in the world. The Sloyd, or Swedish Manual Training commences with the making

of simple forms in wood with the knife, and progresses to the use of various tools in work analogous to what we understand by cabinet making. It is treated as a part of education and is placed side by side with other school studies. One hundred different objects, or models, carefully graded, are made in order. A pamphlet, issued by Otto Salomon, director of the Normal School at Nääs, an institution whose purpose it is to train teachers of Manual Education, states the aim of the Slojd to be as follows :

To instil a taste for and a love of work in general ; to inspire respect for rough, honest, bodily labor ; to train in habits of order, exactness, cleanliness, and neatness ; to accustom to attention, industry, and perseverance ; to promote the development of the physical powers ; to train the eye and sense of form. The Slojd has been adopted in certain schools in England. Prof. Robert P. Keep, of the Norwich Free Academy, visited last year the Bedford Grammar School, where a class was in training. Writing in the *Academy* of Sept., 1887, Mr. Keep pays a high tribute to the educational value of this concrete form of education, and concludes by saying that any parent might well desire for his child that he be systematically taught the aptitudes and accomplishments derived from the Slojd, and will sympathize with the pride with which they carry to their homes the collection of objects and implements which their own industry has made. I prize this opinion highly, coming as it does from the master of a strictly classical school. Prof. Randall Spaulding, of Mont Clair, N. J., after an experiment, continued for several years, declares, that a complete discipline requires other occupation than drawing. Joinery, turning, carving, cooking, and sewing afford a constantly varied exercise and training of the practical judgment. They assist greatly in teaching accuracy, self-control, patience, and proper confidence in one's judgment. Memory, reason, and power of observation must be cultivated through language, history, mathematics, and sciences ; but the training of sight, touch, and muscular sense in conjunction with the special mental activities involved is also essential to an all-round discipline for the work of life.

A recent report of a special committee of the School Board of Detroit expresses the opinion that "the hand and the mind should receive equal culture. True education looks after the whole man. To make a harmonious being such as he is intended to be by his Creator all his powers must be equally developed. Such development, according to Edward Everett, was found in Washington, of

whom he said that he reminded him of a circle every point in whose circumference is equally distant from the center." Dr. Woodward, of St. Louis, whom I have already quoted, after eight years' experience, writes that "the wholesome moral effect of a course of training which interests and stimulates the ardor of the students is most marked. Parents observe the beneficial influence of occupation. The suggestions of the day fill the mind with healthy appetites and desires during the leisure hours. Success in drawing or shop work has often had the effect of arousing the ambition in mathematics and history, and *vice versa*. Gradually the students acquire the most valuable habits which are certain to influence their whole lives, viz., precision and method." I might quote many pages of similar testimony, but it will be more to the point if I take one of the classes that have graduated from the St. Louis school and see what positions they are filling to-day.

In a class of thirty we find only one clerk and one salesman; all the rest are engaged in mechanical or productive employments. Other classes show an equally good record. Is there not real value to a community in an education that turns out young men fitted, not only to keep books and stand behind the counter, but to carry their brains into the great industrial enterprises of the time. I am aware that to some it would seem like sacrilege to take one of our grammar schools with all its grades and fine machinery and reconstruct it on a plan that would give one-third of the time to Manual Training. It will take some courage for New Haven or Hartford to establish a course in her High School wherein half the time shall be given to working in wood and metals; but whichever city does it first will make a substantial contribution to her own prosperity.

But what shall be said of the domestic arts, like sewing and cooking? To my mind, their educational value, although not the same in kind, is none the less pronounced. A girl does not need the same education that the boy demands, although for purposes of general culture she may be benefited by shop work. The very idea of domestic life suggests the thought of ministering to the wants of others, of an interest in the faithful and skillful performance of homely duties. Sewing does not develop muscle or the heroic qualities, but it does call forth taste, neatness, perseverance, and a kind of dexterity that is invaluable in the household. No one who has inspected schools of domestic economy and cooking can fail to be convinced of their pedagogic character. Economy,

care, system, cleanliness, are all emphasized and enforced. What has hitherto seemed to the girls but mere drudgery is elevated and honest labor is ennobled. The fact that some mothers look with disfavor upon cooking, as a part of school work, only shows how clouded the public mind is regarding the nature of true education. It shows that too little thought is taken of the need of improving the social condition of the masses, of educating in the direction of thrift and domestic virtue.

Time will not permit me to speak at length of Manual Training as an antidote to crime. The testimony given at the meeting of the National Prison Association the last year only confirms a mass of evidence that has been accumulating both in this country and in Europe. Habits of occupation and industry, formed in conjunction with moral and intellectual training, have produced notable results in reclaiming youthful criminals to honorable manhood and womanhood. Thus it may be said that Manual Training has established its position as a true educational factor. First, it promotes physical health as it exercises the growing body and serves as a relief to other brain work. Second, it contributes in many ways to moral character as it establishes habits of order, thrift, exactness, self reliance, and self-control. Third, it supplies a much-needed factor in intellectual training as it brings mind and things into the most vital relation. Fourth, the social and industrial requirements of our time are best met by a generous provision for a training of hand and eye. Dr. Fitch, of England, has beautifully pointed out that, in the natural law known as variation in type we may find full justification for the broadening and deepening of our educational methods. Differentiation and the calling out of the greatest number of aptitudes, should be our aim in human development.

III. Its place in the schools.

How, then, can Manual Training be co-ordinated with other school work? It may be said in the first place that it is a part, and only a part, of a reform that is slowly working its way out from certain educational centers. This reform means a better understanding of the mind and the laws that regulate its growth. It means a more economical use of time, whereby practice in reading and language are to be obtained while pursuing true objects of thought. It means much less arithmetic, but that portion intensified and made more vital. It means more knowledge at first hand, more observation, more imagination, more independence in

study, in short, a broader development. Such a movement as this in education, whose sole purpose is to check the vicious tendency to book-learning now so current and to bring the minds of children into direct contact with things, forces, and processes, will include in its scheme a carefully graded course in the manual and domestic arts extending from the Kindergarten through the grammar school.

The High School, also, will provide a course in wood and metal work whereby the student will understand the elements of hand craft and machinery. Chemistry and Physics will have a larger place here than in the ordinary High School. They will receive the same practical application as in the arts and manufactures.

The *ideal* school for little children is the Kindergarten. But few cities have accommodations sufficient to provide for children under five years of age. In that case the modern primary school, whose programme provides for manual occupation, physical exercise, songs and games, with language culture pursued along with observation and number lessons, seems to meet all requirements. But how far the primary schools of New England are from meeting this modern idea. It will never be reached as long as teachers are required to teach so many words, or so many pages, or to insist that every word should be spelled orally. The stream will not rise higher than its source. If those of us who make out courses of study try to run classes over them as railroad trains are run upon a time schedule, we shall make taskmasters of the teachers and effectually destroy all the germs of enthusiasm they may possess for doing a broader work.

During the first three years the occupations of the Kindergarten, the study of form and color with clay modeling, and possibly painting, and such busy work as assists the other studies, will lay a good foundation for higher Manual Training. For the remaining years of the grammar school; girls may pursue drawing as applied both to industry and art, and may find constant cultivation of the hand and eye in designing, in decorating and sketching. During this period, as in the High School, objective drawing in all its phases should be considered. Cookery and domestic economy may be taught during the last part of the grammar school course and in the High School. If optional in the grammar school it should be a required study in the High School; and a thorough course should be given in Chemistry and Physics as applied to the preparation of food.

Sewing should be begun as early as the fourth year. Thus, all

girls who are in our schools are likely to be reached through this most important art. During the seventh and eighth years this training should be merged into taking of measurements, making of patterns, and the cutting and fitting of garments. Girls thus trained in the domestic arts during the grammar school stage will find ample home work of this character during the High School period, and diplomas will be given not merely to sweet girl graduates, but to young women full of promise for thrift and usefulness. At the beginning of the fourth year boys should enter upon a line of training which applies their knowledge of form, and which, at the same time, requires few tools, in other words, work that can be done at the ordinary desk. The Slojd in its simpler stages can be used here. After two years of this work it would do no harm to return to clay modeling, if a basement room in each grammar school could be devoted to such work.

Boys of the seventh and eighth grades should have at least two hours per week in a shop well equipped with wood-working tools. Mechanical drawing here receives its application. Arithmetic and Geometry are vitally connected with the work. The aim should be care and exactness in the largest possible number of manipulations. Each grammar school should have its shop to which classes from the sixth, seventh, and eighth grades could be taken for practice. If this is not feasible, shops may be provided outside. This course should include tool work and wood turning. Attention should be chiefly directed to fundamental processes, but after the pupil has good command of tools, articles useful in the school may be constructed. Nothing should be made for the market.

The Manual Training Schools now in successful progress suggest courses that might wisely be pursued in the High School.

I have touched briefly on the nature and value of Manual Training and its place in our schools. The difficulties to be met are great, but some of them have been overcome already. To be sure, the programme is full, but the insistence upon hand work will compel teachers to be more discriminating in the selection of topics and a *better* programme will be the result.

REPORT

OF

STATE TEACHERS' ASSOCIATION.

The Forty Second Annual Meeting of the Connecticut State Teachers' Association opened Thursday evening, October 18, 1888, at 7:30, at the High School, Hartford. After a couple of selections admirably sung by the school choir, under Professor Irving Emerson, and prayer by the Rev. J. A. Biddle, of this city, Mr. C. L. Ames, president of the association, announced the various committees as follows:

ON NOMINATIONS. — J. D. Whitmore, New Haven; F. F. Barrows, Hartford; H. D. Beebe, Meriden; H. D. Simonds, Bridgeport; S. C. Minor, Norwich.

ON RESOLUTIONS. — J. H. Peck, New Britain; J. R. French, New Haven; H. M. Adams, Canaan; Dwight Holbrook, Clinton; C. B. Jennings, New London.

ON ASSOCIATION. — M. S. Crosby, Waterbury; L. L. Camp, New Haven; H. M. Harrington, Bridgeport.

ON NECROLOGY. — Charles Northend, New Britain.

ON MEMBERSHIP. — A. B. Fifield, New Haven; George N. Williams, Southington; E. S. Gordy, Ansonia; R. W. Hine, West Hartford; T. H. Patterson, Enfield; Frederick Mitchell, Thomaston; Dwight Bidwell, South Manchester.

Mr. Ames then introduced the Hon. James W. Patterson, Superintendent of the Department of Public Instruction of New Hampshire, whose subject was, "A Trip Among the Glaciers." The speaker prefaced his talk with an apology for presenting so cool a topic during the heat of a presidential campaign. He began by pointing out what glacial action had done in the remote past. The whole northern continent was once covered with a mantle of snow, just as Greenland is to-day. Heap was added to heap until, overtopping the mountains, the whole mass moved toward the sea and toppled off. Why does not this force act to-

day? Experience shows that it is periodic and may return and again cover this continent. Among the hypotheses advanced by scientists are (1) the difference in the amount of heat from the sun; (2) the difference in the relative amount of land and water on the face of the globe; (3) the change in the amount of moisture held in suspension over the earth; (4) the varying distance of the sun from the earth. The last the speaker thought the most plausible. If, for instance, winter occurred during the sun's aphelion, or greatest distance from the earth, it would, of course, be much colder than if winter occurred during the sun's perihelion, or least distance from the earth. In the former case the mean temperature would be reduced to 13 degrees above zero, and snow, falling during the winter, would last throughout the summer, as the rising vapor would shut off the heat.

The speaker then described a trip made in September, 1873, up Mt. Righi, and painted a glowing picture of the sunrise as seen from its lofty summit. It was here that he obtained his first view of a glacier. He next described visits to some of the neighboring glaciers, accompanying the description with a running commentary on Swiss customs, and indulging in personal reminiscences and anecdotes suggested by the trip, which, while they had little to do with the subject of glaciers, added to the interest of the talk and moved the audience to frequent laughter. He gave a graphic description of an avalanche which he witnessed, and then related, in an interesting way, the experience of a trip up Mt. Blanc. The desire to climb that mountain, he said, is infectious, and everybody does it. For himself, he gave it as his opinion that the man who attempted it was a fool. The motion of the glacier and the nature of the moraine were next described, this portion of the address being illustrated by means of a colored drawing placed on the platform. The various theories advanced to account for the motion were discussed, that advocated by Tyndall and Faraday being preferred by the speaker to any other.

Incidentally, Mr. Patterson mentioned a theory advanced within a few days by a friend of his to account for the bubbling up of springs — that the centrifugal force imparted to subterranean waters forces the waters up in springs.

The exercises closed with a selection most acceptably rendered by the Girls' Glee Club.

On Friday morning the several sections met in different rooms at 9 o'clock.

PRIMARY SCHOOL SECTION.

Superintendent N. L. Bishop, of Norwich, presided over the primary section, the exercises of which were opened with prayer by the Rev. F. W. Tomkins, of this city.

Miss M. G. Fenn, of the Normal School, began the exercises with a concise and practical address upon "Drawing and Coloring in Primary Schools." Prefacing her informal talk by the reminder that drawing at the present day needs neither defense nor encouragement, since it is of interest to every progressive teacher, the speaker emphasized the fact that drawing is now studied not as an art alone, being of value as well to the man of leisure as to those of industrial professions.

In primary teaching this branch is of incalculable help as training the observing powers of children, while developing the will power also. All knowledge comes through seeing and touching, whether the division taught be clay moulding, paper cutting, drawing, or coloring. Seeing more clearly, the child in addition gains a new language, since all drawing and coloring is an expression of thought.

Discussing the subject of color-training, Miss Fenn emphasized its value as insuring a love of nature, brightening child-life, and providing a stimulus to interested observation. Regarding the objection of light and shade, every artist has to reduce himself to the infantile state of perception. The delicate touch which results from the use of the brush can be compensated for by no other training.

Doubtless the question will be raised, where shall time be gained for the introduction of color-work into an already crowded curriculum. All depends upon the teacher; the new education is pre-eminently an economy of time, yet expands to take in all that is helpful and practical.

Directions for the use of color-work were given, first in connection with nature-work, affording an opportunity for study from the flat object. Pupils plant beans for example, subsequently moulding plant and bean in clay, drawing and coloring them.

In the second grade a study is made of twig and leaf, introducing the round face. In connection with this work is adopted the Kindergarten system of pasting, using the primary colors. Working from solids moulded in clay, pupils are led to cut face forms in paper, gradually advancing to applications in design. No pencils

should be permitted in primary work ; the brush alone is sufficient, giving invaluable gain in touch and interest.

Messrs. Davis, of Hartford, and Ames, of Boston, participated in the discussion which followed Miss Fenn's address.

A class exercise in Language, given by Miss E. C. Lines, of New Haven, next held the attention of the audience. Oral instruction and reproduction were the salient points of this lesson.

Language in the second grade, also a class exercise, conducted by Miss H. Feuchtwanger, of New Haven, was replete with valuable suggestions for teaching local geography, history, and map drawing through the medium of language. Additional interest was given to both lessons by the prompt and intelligent answers of the pupils.

Superintendent S. T. Dutton added a number of pertinent suggestions to those already advanced.

In conclusion the subject of "Dictation and Language" formed the subject of an address by Miss Ella A. Fanning, of Norwich. In addition to a summary of an original method of combining language, spelling, and history, or geography, an earnest plea was made for missionary work on the part of teachers in emphasizing the use of pure English, and a condemnation of the evil habit of interlarding sentences with French and Latin words, pronounced phonetically. A short satirical poem entitled "The Higher Education" climaxed the bright and instructive address.

Miss F. E. Fellows, Norwich, succeeded Miss Fanning with a thoughtful paper upon "Numbers" as an introduction to a marvelous class exercise demonstrative of the work in arithmetic as taught under the supervision of Superintendent Bishop. Exercises in rapid work were given with such astonishing promptness and proficiency as to evoke the heartiest admiration on the part of the audience.

GRAMMAR SCHOOL SECTION.

The exercises of this section, of which Principal John G. Lewis, of the Webster School, New Haven, was the presiding officer, was opened with prayer by Rev. Mr. Kelsey, of the Fourth Church. The first address, "The Newspaper in School," was by F. H. Beede, principal of the Willimantic High School.

One of the most potent forces of to-day, he said, is the modern newspaper. As an educating factor in modern life it has no equal. Men of all classes, the laborer, the millionaire, the minister, the

doctor, the lawyer, the teacher, scan its pages, and who can say how much it influences the lives of the readers? I am inclined to think that this influence is born of its merits. Whatever may be thought of Sunday papers we must admit that they have fought their way into a permanent position, and have thrived on opposition. It has long seemed to me that the newspaper, dealing as it does with all important matters of the day and times, furnishing information on subjects that must eventually become history, might be made of much service in the school.

Our schools have not the ripeness of culture of the German schools, nor the accuracy of scholarship that characterizes the English schools. But the American schools do aim to keep abreast of the times. The instructors the land over have recognized the fact that to be of the most use to our boys and girls the schools must fit them for the immediate duties of life, and have dropped the old pedagogical idea that just so much Latin, Greek, etc., were necessary to his education. As I take up my paper I reflect how many things are here which our boys ought to know. Must they be ignorant of the present events and devote their time exclusively to the history of the past? Another reason why the newspaper reading should be a part of school life is that it tends to do away with that ignorance which is the motive of so much narrowness and prejudice. A boy who reads only his text-books has very little comprehension of the earth on which he lives. Of course I do not say that the newspaper is a cure for all ignorance, but it is a help to that great end. Different teachers would prescribe different methods for its use in the schools. A few moments each morning devoted to the reading of the papers would, in time, surprise both teacher and pupil by its result. Have a reading table in the school-room; make a bulletin board of the blackboard. Teachers should guide and direct the reading. Children will soon learn that time given to long articles of murders is as good as time wasted. Whatever paragraphs or incidents may be found in the newspapers, the general character of the average paper is good. It should be remembered that all great moral movements are encouraged, and many originated, by the newspaper. We acknowledge that the papers do dwell upon some matters whose influence on the mind of the child is not good; but we do not believe that the boy who is shielded from all risks and dangers will make the strongest type of a man. Let the education not be one-sided; let it be such that the powers of the body, mind, and soul shall ap-

proach nearer and nearer to perfectness. Let no faculty of the mind be dwarfed, but let all be harmoniously developed. In this way, and in this alone, may he be fitted to pass from the problems of the book to the problems of life.

The next paper was one by F. E. Bangs, principal of the Wooster School, New Haven, on "Geography and United States History." He proposes a union of Geography and United States History. There are three important features in this proposed plan. First, that a text-book suited to each grade be provided; second, that the order of topics be the same in all grades; third, that there be as much relation as possible between the country or section to be studied in Geography and the topics in History. Another plan or feature of the same plan, to make the work uniform in all grades, is through the study of the life of some men of the period, and perhaps there is no better way to study History than through biography. Teachers in the higher grades propose compositions suited to their grades, others read to the class and have the historical facts reproduced.

The life and times of Columbus will include the early periods of discovery and will kindle enthusiasm in the otherwise prosaic study of the continents, Europe, and United America. The life of John Smith in connection with the settlement of Virginia. The life of La Salle will introduce the French. Samuel Adams will introduce America's conflict with England. Benjamin Franklin, an American statesman, labored with the crowned heads of Europe. Thus it can be seen that the lives of a few individuals may be associated with the rise and progress of our country.

A moulding board and map drawing are great helps to teacher and pupil. The topics in History are voyages of discovery and explorations. It is only difficult to see how these studies can be combined. While the relation and inter-relation of the topics in Geography and History may not seem striking, it must be admitted that these are sufficient to insure the union of the two studies profitable, and conducive to economy of time and increase of interest. Geography is the eye of History, and History is the warp and woof of Geography.

Following the discussion, which was opened by Principal W. F. Gordy, came a paper on "General Exercises in Grammar Schools," by J. B. McLean, principal of the McLean Seminary, at Simsbury. This subject was ably handled and called forth a long discussion, opened by Principal F. A. Brackett, of the Northeast School.

THE HIGH SCHOOL SECTION.

The meeting of the High School section was opened at 9 o'clock, with prayer by the Rev. Charles E. Stowe, pastor of the Windsor Avenue Congregational Church. Mr. D. S. Sanford, principal of the High School at Stamford, acted as presiding officer. The first paper, by Mrs. Sara E. Lockwood, of the Hillhouse High School, New Haven, was read by J. D. Bartley, principal of the Bridgeport High School. Mrs. Lockwood's theme was "English in the High School." She has published a text-book on the subject, which is used in the New Haven High School with great success. The paper was a strong argument in favor of devoting to the study of English much more time than is granted in the usual course, and a plea for better instruction in English composition.

The discussion following was opened by Mr. Bartley, who began by scoring a number of every-day errors of grammar, of which even cultivated people are guilty. The bad influence exerted upon a scholar's English by home influence was touched upon and many other practical points were brought out by him and by Principal Whitmore, of the New Haven High School, who followed.

"Natural History in High Schools" was the theme of a paper by Professor W. B. Dwight, of Vassar College. The very first desideratum is a teacher with a predilection for the subject. Our best scientists are filled with a deep humility, feeling the magnitude of its scope and their comparative inability to master it in all of its details. Following this came a discussion of text-books, great stress being laid on the desirability of the teacher being independent of the text-book. Professor Dwight received the closest attention, his paper being of great practical value.

The discussion of the paper was opened by Professor A. B. Morrill, of the Normal School, at New Britain.

"The Inductive Method as applied to the Teaching of Language" was the title of an unusually thoughtful and valuable address by Professor W. H. Harper, of Yale University. Professor Harper missed his train when starting for this city, and his time was considerably abridged in consequence. He had sufficient placed at his disposal, however, to give his hearers a clear insight into his method.

UNGRADED SCHOOL SECTION.

Mr. Frank A. Young, of Willimantic, was appointed secretary of this section.

Preliminary remarks by the Hon. C. D. Hine, who gave some interesting statistics in regard to the ungraded schools.

Mr. Hine was the presiding officer, and at the end of his remarks, introduced Mr. Thomas Latham, of Gales' Ferry, who spoke on the "Organization of Ungraded Schools."

Mr. Latham said that teachers ought to have a State certificate, but if uniformity could not be attained throughout the State, there should be some kind of county supervision.

2. Teachers should be hired to do good work, and because they have been known as thorough teachers, and not because they are related to the committee.

3. *Visitation.* There is no pecuniary inducement offered to active, business men to officiate as school visitors. They can only do it at a sacrifice. Clergymen fear to lose influence by speaking their minds in regard to schools. County superintendents are needed.

4. *Time.* Teachers should be punctual and teach their pupils to be punctual by stories, by prizes, by punishments, etc.

5. *Moral influence.* Opening exercises from the Bible, etc.

Mr. Latham spoke in a witty way, and was heartily applauded. At the close of his remarks he showed some physiologies of his own authorship.

Discussion of this topic was opened by the Hon. J. W. Patterson, of New Hampshire, who spoke in a pleasant way, advocating the town system of management. He said that the statement often made that graded schools are superior to ungraded is untrue. He spoke of the country schools of forty years ago. Things are different to-day. Division of work means better work. There are too many classes, owing to lack of proper classification. (School books and book agents are too plentiful.) Lack of uniformity in textbooks. Graded schools in many cities were liable to degenerate into machine work without development of intellect.

Mr. Frank A. Young, of Willimantic, followed. He denounced the district system as a system that lacks trained teachers, because of slight remuneration and uncertainty of tenure; that lacks organization because it is without proper supervision; that lacks supervision because it is a dual system, dividing the responsibility between two sets of officers. He advocated the town system and the omission of high school studies from the common school curriculum. Spoke of the dissatisfaction existing because small districts have twenty-four weeks, as against thirty-six weeks in

larger districts, also of the prostitution of the public school system to private greed.

Superintendent Patterson again took the floor and gave some interesting illustrations of the inefficiency of the district system. All would have been glad to have listened to Mr. Patterson longer, as he is a very entertaining speaker.

Rev. Mr. Gardner, of Glastonbury, followed briefly, and spoke of reading in ungraded schools.

Superintendent Draper, of New York, said ungraded school teachers are always starting, but never getting anywhere. Principal remedies for existing faults in substituting other management for the vicious district system, and in building up the teaching profession. Country schools should have as many weeks of school as city schools. He considered the question a very important one, as the perpetuity of the government depended on the efficiency of the school system.

This closed the discussion on this topic.

Writing. "Classification and Methods" was the next topic, and was introduced by Miss Edith W. Todd, Training School, New Haven. She said the subject of writing was apt to be neglected. The child should begin to copy the day the first reading lesson was given. Quality and not quantity should be required. Some children are long in learning the forms, but in a year and a half a child should have the forms, and at ten years the child should be a good writer.

Subject taught serves as a means and not an end. Reasons of carelessness are: 1. Desks not fitted for writing. 2. Lack of necessary materials. Both lead and slate pencils should be at hand and ready for use. Ink bottles, etc., should be distributed quietly. Miss Todd spoke of the use of all the numbers of a series of books being used at the same time as a serious hindrance. Tracing, etc., recommended. Comparison of incorrect with correct forms. How to teach the letter *i* and other letters was shown.

At this time Rooms 5 and 6 were crowded, making it difficult to speak.

Mr. J. S. Cooley, of Windsor Locks, took up the discussion. He said if good work was to be done the best of materials must be had. 1. Spaced paper; 2. Pencils, slate and lead; 3. Pencil sharpeners. Mr. Cooley gave some useful information in regard to cost of material, and where they might be obtained. The teacher should know before she begins to teach, just what she ought to

teach and how to teach it. Mr. Cooley is a specialist in writing, and spoke ably.

The next topic, "Kindergarten Work in Ungraded Schools," was introduced in a half hour's very interesting talk by Miss C. W. Mingins, of New Britain. If she had an ungraded school she would grade it the first thing she did. She spoke especially concerning the introduction of Kindergarten work in its first or primary stages, into our ungraded schools. All can do the same work. 1st. Get the interest of all the scholars. Let large pupils help teach small ones. 2d. Don't teach them anything that does not mean something. She took color as her subject to illustrate by. Teach red, then yellow and blue, and then combinations, rainbow colors, etc. Miss Mingins showed samples of Kindergarten work as she proceeded.

When Miss Mingins had finished her pleasant, instructive talk, Mr. S. J. Derby, of Broad Brook, opened the discussion in a short address. He commenced by speaking of the country school as he knew it, and then spoke of the introduction of the later Kindergarten work into ungraded schools: Stick laying, peg-boards, outline-pictures, etc. He gave some information in regard to cost of material. His was a sensible, business-like talk, and seemed to be well appreciated.

"United States History in Ungraded Schools," was the next topic, introduced by Mr. Walter S. Parker, of Everett School, Boston. Mr. Parker spoke nearly forty-five minutes, in a peculiarly interesting and happy way. The successful teacher in a country school has the best possible means, outside of a normal school, for becoming broad and strong, etc. He has a richer experience, the children are more robust. He comes in contact with parents. A teacher in the large, graded school is but a cog of a wheel in the machinery of a great system. The country teacher is the whole machine. History is the most interesting subject, because it treats of persons. Get the pupils interested. A teacher of history should be filled with the milk of human kindness. Do not have them repeat verbatim unless you can do it. Do not ask them to learn anything you do not yourself. Get books for reading and reference. Here he mentioned some helpful works and papers: Keep a scrap-book; let the children make it; tell stories of mound-builders, early explorers, etc.; Bible stories. It is difficult to begin text-book work. Have the topic written on the board and recite from there. Aim to make the

recitation constructive and not destructive. If pupils answer all alike it is a bad symptom. Don't correct pupils until they are through reciting. Object of recitation is not to find out what the pupil does not know. Keep those not reciting busy. The teacher spends too much time correcting papers. Memorize ideas, not words.

Mr. Twitchell, of Hartford, dwelt briefly on the topic system. He said that mistakes are made by using sub-topics, instead of general topics. In order to teach historic topics there should be good, broad topics. He cited the Peninsula campaign as an example. This closed the very interesting and profitable work of the ungraded section.

The opening address of the afternoon session was on "Temperament in Education," by Professor Jerome Allen, editor of the *New York School Journal*. The speaker began by impressing the importance of knowing one's self, *i. e.*, the forces that dwell within each one. Here is one scholar who is crushed by a reprimand administered by the teacher; another boy has forgotten all about the rebuke in five minutes. What makes the difference? Simply temperament. The various temperaments, with the characteristics of each, were given in order. The boy with a bilious temperament will become a good or a bad boy largely according to his treatment in the school-room by the teacher. Does it stand to reason that such a boy should be treated in exactly the same way as a boy constitutionally tired? The ability of sustained exertion is latent in these lazy people. There are instances of some such who did not reach maturity until after forty years of age. Here is a little chap who is backward in mathematics. He is called a dunce in this branch; but this faculty will grow by contact, if let alone, and it may grow to a wonderful degree of strength. It is a wrong philosophy to drive it into a boy. Train him carefully in other departments and one day you'll find him possessed of a splendid memory — or whatever it was that he was deficient in. The New Englanders fail in their nervousness. The phlegmatic Swedes have perseverance to a marked degree. The Hon. Knute Nelson, the well-known member of Congress from Minnesota, twenty-four years ago was as green and gawky as could be imagined. He fell into the hands of a competent teacher and became the brilliant orator that he is to-day. First of all determine your own temperament; then treat the scholars according to their temperaments.

Mr. H. E. Sheldon, of Boston, followed with a few words rela-

tive to the historical growth of the association. He took a hopeful view of education in this state, prophesying for it a glorious future.

The second regular address of the afternoon was delivered by the Hon. A. S. Draper, superintendent of the Department of Public Instruction of New York, his subject being "Not Schools Only, but a School System." He prefaced his remarks by saying that he did not come to tell the members how to teach school. They knew that already. From personal experience he would say that they excelled in discipline. The speaker then alluded to the problems raised by the rapidly increasing population of the United States. The increment coming from immigration, with its changed quality, was discussed. Our fathers came over here to enjoy a larger degree of religious and constitutional liberty. Is this the motive that has brought upon us during the last eight months 480,000 foreigners? A very small number came for that end; these are no longer the controlling things influencing the volume and character of immigration. They come here that they may improve their condition of life. As a result—we are called upon to face a problem not altogether inviting. In different ages and in different lands various means have been devised to solve social difficulties. In old times the public were placated by great games. In modern times the best European governments meet the emergency by great standing armies and schools. In this country we place reliance upon schools alone, trusting to the people to rise to any great emergency. The origin of the free public school system was next touched upon. The system is the accepted doctrine of all our States and territories; but there is an appalling waste of effort and money in carrying this great system on. From the standpoint of a superintendent of schools the speaker was free to admit that the cost was greater and the results less than they should be. To the fact that local committees are unwilling to have their local government interfered with, the speaker attributed in great part this loss of effort and of money. The result is that the rich, the cities, take care of themselves after their own fashion, and the poor, the small districts, are left to look out for themselves. The State does nothing toward aiding the local community in erecting school-houses. As a result we have schools without proper sanitary and lighting facilities, to say nothing of architecture. The State should supervise the erection of every school-house put up in the State. If it is well done, well and good; if not, the State should see to it

that it is built right. The speaker then denounced as vicious the Connecticut custom of allowing local school officers to examine candidates for the public schools. The appointment of unqualified or cheap teachers belittles education everywhere. The State does wrong when it leaves this matter to local control. Another matter; the average attendance upon the schools does not keep pace with the growth of the population of this State. The Germans realize the importance of this so fully that in Berlin, a city of a million and a quarter of inhabitants, of all the children who should attend school, less than five were on the street on a given day. The speaker next discussed the question of school taxes, asserting that the district system was wholly pernicious. The speaker closed by expressing the hope that a system both comprehensive and with a definite purpose would take the place of existing ones.

The last speaker was Mr. Walter S. Parker, principal of the Everett School, Boston, his subject being, "The Troublesome Boy." What shall be done with him? Give the troublesome boy our hearty good will and sympathy. Above all should the teacher be firm and be blessed with good, common sense. Be fond of your pupils—require affection—but don't be namby pamby. Parents should be welcome to visit the school at any time. They should be treated with the greatest consideration. Don't "nag" a boy. There should be no tell-tales, but every boy should stand up for his own right—the right to be let alone. Every boy has some good quality if we could only find it, and it's our fault if we can't. The teacher has no business to do in school what he will not allow his scholars to do. Give the troublesome boy a chance to start anew when he changes teachers. The troublesome boy, as has been said, is the faults of the teacher, focused at one point and enlarged. Finally, be enthusiastic, and the troublesome boy will be carried away by your enthusiasm. The speaker illustrated his various points by relating apt stories that threw the audience into roars of laughter.

The large hall was well filled in the evening, in spite of the inclement weather, when the meeting was called to order by President Ames. The first event on the programme was the solo, "My Native Land," by W. B. Dutton, tenor of the Park Church quartette. Mr. Dutton was in splendid voice and was heartily encored. The Rev. Lester L. Potter, pastor of the Park Church, then offered prayer, after which Mr. Dutton favored the audience with

another solo, which was also encored. Colonel Thomas Wentworth Higginson, of Boston, was then introduced as the speaker of the evening, his subject being, "The Position of Literature in a Republic."

He began by saying there was a great relief in getting away from the heated campaign, where speaking in skating rinks is not favorable to one's temperament, and finding himself in a High School building with an audience of teachers. While the early days of this republic were given almost wholly to theological matters, it is true that the standard books of the old world were read and studied by a few of the settlers. There were also poets who made couplets on courtships and funerals. In 1815, the *North American Review* was founded; in 1817, Bryant wrote his *Thanatopsis*; in 1818, Irving's *Sketch Book* appeared, and by this time, American literature was born and has lived up to the present time. The speaker traced the history of American literature and compared it with that of other countries, and also referred to the difference between the literary people of this country and the intellectual class of England. Our literature should be taught from Whittier and Irving, who wove into their writings the every-day life of New England. We have a literature, at least a beginning, and this is faithfully and enthusiastically brought before the people of the country. Referring to the social standing of literary people in England, he related an incident where the great poet, Samuel Rogers, was invited to a society dinner and then allowed to enter the banquet hall only at the end of the procession in company with a young American girl who had obtained an invitation on personal friendship with the titled hostess. In striking contrast with the shallowness of English society is the society of this country, where the literary lights are given the highest honors. The address throughout was enlivened by apt and witty illustrations, which were highly appreciated by the audience.

GREETING FROM VERMONT.

The following dispatch was received yesterday afternoon :

The Vermont State Teachers' Association, in session at Newport, Vermont, sends cordial greetings to the Connecticut State Teachers' Association. We rejoice in your marked prosperity and wish you a profitable session.

An appropriate reply was forwarded by the Connecticut Association.

The exercises of Saturday morning began in one of the school-rooms, but the attendance was so great that the large hall was called into requisition. The opening prayer was by the Rev. C. B. Pitblado. The first paper was read by W. B. Ferguson, principal of the High School, Middletown, entitled, "The Recitation."

He said the most important work of the teacher is in the recitation. There can be no *best* way in general for conducting recitations. The first object, in order of time, is to discover the knowledge pupils have of any one task. The second object is to firmly fix the important points in the pupils' minds. The third, and most important object in a recitation, is the mutual training and development to be attained. Bear in mind that children are not phonographs. Other objects in recitation include the forming of correct expressions and the careful moral training.

Teachers should have some idea of the workings of the human mind. Each day teachers should make personal preparation for recitation. Lacking this, a teacher can never make a success of his work. To claim the attention of the whole class is the hardest work of a teacher. The recitation should be the time for the keenest work. Attention, self-activity, must be obtained, otherwise a recitation must result in failure. The teacher must not lecture. Such a method fails to make a lasting impression. The plan of keeping scholars after school hours is ridiculous. I would not condemn all talking, but time is generally wasted. Questioning is an art and not all teachers master it. The best teaching I think is found in primary schools, the poorest in colleges.

When Mr. Ferguson had finished, to accommodate all of the teachers, it was found necessary to conduct the remaining portion of the morning exercises in the main hall. The discussion on the essay, "The Recitation," was opened by S. T. Frost, principal of the High School, Meriden. He furnished several new thoughts in addition to those of the essayist.

"Consolidation of Studies" was the subject of Superintendent of Schools at Springfield, Mass., Thomas M. Balliet. He first asked whether there are too many studies and whether there is not room for more. When we come to work properly there will be no trouble about overcrowding. We have lacked *unity*, we need co-ordination. For instance, we have taught longitude, latitude, etc., in geography, then in arithmetic and finally to some extent in geometry. Why not combine the main idea and teach the whole matter at once? Political geography and history might

organically be connected. We ought to begin the elementary sciences in the lower grades. Take physics, could we not teach arithmetic in connection therewith? To make a course of studies is the hardest kind of work. Our courses need revision especially in our public schools.

Mr. Balliet suggested a plan of combination of studies. His explanation of what he considered a remedy and the association of symbols as aid to concepts, was listened to with marked attention. There were few teachers who failed to note the strong points presented.

The discussion of the paper was participated in by S. T. Dutton, superintendent of schools, of New Haven, and J. A. Graves, principal of the South School, Hartford.

The report of Treasurer Williams showed that \$168.60 had been received from membership dues; expenses, \$162.50. Report accepted.

Committee to increase membership reported present membership about 500. Great numbers of teachers enjoy the meetings, but never pay any of the expenses. Suggested that a circular be sent to every teacher in the State and make the meeting attractive to all. Urge local associations to take an interest in State association. Have the Friday evening meeting or entertainment of a popular character and charge admission. Report referred to officers of association after much discussion.

Committee on resolutions drew up thanks to speakers and to all who contributed to the success of the meeting. Report adopted.

Report of committee on nominations offered the following officers, who were elected: George H. Tracy, Bristol, president; W. I. Twitchell, Hartford County, H. S. Gulliver, New Haven County, H. M. Young, Litchfield, H. D. Simons, Fairfield, C. B. Jennings, New London, F. A. Beede, Windham, J. M. Agar, Tolland, W. B. Ferguson, Middlesex, vice-presidents; Miss M. F. Somerset, recording secretary; A. B. Fifield, corresponding secretary; S. P. Williams, treasurer.

Connecticut this year celebrates the semi-centennial of the inauguration of inspection and supervision of public schools, one year ahead of Massachusetts. The law was presented by Hon. Henry Barnard, 1838.

REPORT

OF THE

MEETING OF THE COUNCIL OF EDUCATION.

J. G. Lewis presided at the semi-annual meeting of the Connecticut Council of Education which was held in the office of the Board of Education at the High School building, December 8, 1888. About fifty members were present. J. A. Graves, principal of the South School, Hartford, read a paper on "The Best Methods of Teaching Geography," and on the way of obtaining the best results. He said:

The child should have an idea of the following geographical points :

First — A clear conception of the world as a whole; the slope, size, and relation to the other members of the solar system.

Second — A clear conception of the different grand divisions which constitute the land divisions of the globe. Of these there should remain in the memory, the general outline, the more important features of relief, including the highlands, lowlands, slopes, systems of drainage, etc., and a good knowledge of climate and production.

Third — A definite knowledge of the position, relative size, and importance of the principal countries of the world, with a good general idea of the form of government, degree of civilization, habits of life, the population of each. This will include the location of the capitals and important manufacturing or commercial cities.

Fourth — The ability to discern the relation between the physical environment of a people and its customs, habits, mode of life and degree of civilization.

Fifth — A general knowledge of the prominent facts of history of each country, especially of our own and the countries immediately connected therewith.

Sixth — A definite and detailed knowledge of home geography.

Seventh — A knowledge of the more striking facts of physical geography and its phenomena of natures.

Eighth — The important facts of mathematical geography, such as the motions of the earth, changes of season, latitude and longitude, uses of parallels, the meridians with the difference in time.

Ninth — A thorough knowledge of the general fact of commerce, its causes, growth, changes, and important routes of trade.

Tenth — The ability to read and understand the language of maps.

Eleventh — The ability to compare countries or continents in all points.

The paper was discussed at some length, after which Superintendent S. T. Dutton, of the New Haven schools, read a paper on "Manual Training, in What it Consists, its Educational Value, its Place in the Public School."

At the conclusion of his address Superintendent Dutton exhibited several specimens of Manual Training accomplished by pupils in the New Haven schools.

These officers were elected: President, J. A. Graves, of Hartford; vice-president, H. M. Harrington, of Bridgeport; secretary and treasurer, W. B. Ferguson, of Middletown; executive committee, S. T. Frost, of Meriden, J. K. Bucklin, of Mystic Bridge, J. A. Williams, of Bristol, J. G. Lewis, of New Haven.

On motion of Hon. D. N. Camp, of New Britain, it was *Voted*, That a committee be appointed by the chair to whom the subject of Manual Training be referred for consideration, and for report at a meeting of the Council one year hence, as to what has been done, and what may be done to introduce this system into the schools of Connecticut. The chair named the following committee: D. N. Camp, New Britain; S. T. Dutton, New Haven; R. P. Keep, Norwich; F. F. Barrows, Hartford; C. F. Carroll, New Britain; S. T. Frost, Meriden; W. B. Ferguson, Middletown.

At 1.30 the gentlemen adjourned to the New Haven House, where they sat down to an elaborate banquet. President Dwight of Yale, was present and made one of his characteristic addresses.

ANNUAL CATALOGUE OF THE CON- NECTICUT NORMAL AND TRAINING SCHOOL.

TEACHERS.

CLARENCE F. CARROLL, Principal, - - -	32 Hart St.
<i>Principles of Teaching; Arithmetic; Writing.</i>	
RALPH G. HIBBARD, - - -	Hillside Pl.
<i>Elocution.</i>	
HELEN F. PAGE, - - -	Hillside Pl.
<i>Model Schools; Methods; Criticism.</i>	
ARTHUR B. MORRILL, - - -	Russwin Hotel.
<i>Natural Science.</i>	
CLARA W. MINGINS, - - -	124 Washington St.
<i>Kindergarten; Criticism.</i>	
CARRIE A. LYLE, - - -	29 Washington St.
<i>Model Schools; Criticism.</i>	
MARY M. McCANN, - - -	20 Pearl St.
<i>Model Schools; Criticism.</i>	
MARY P. FOSKETT, - - -	Hillside Pl.
<i>United States History.</i>	
ELLOR E. CARLISLE, - - -	45 South High St.
<i>Geography; Arithmetic.</i>	
M. GERTRUDE FENN, - - -	54 South High St.
<i>Drawing; Grammar.</i>	
EMMA L. CARTWRIGHT, - - -	150 West Main St.
<i>Model Schools.</i>	
FANNIBELLE CURTIS, - - -	124 Washington St.
<i>Kindergarten; Model Schools.</i>	
EDITH GOODING, - - -	153 Arch St.
<i>English Language; Literature.</i>	
JENNIE DARLINGTON, - - -	29 Washington St.
<i>Model Schools; Methods; Criticism.</i>	
LUCY C. CATLIN, - - -	72 Maple St.
<i>Physical Training; Grammar.</i>	
JULIA P. ROCKWELL, - - -	98 West Main St.
<i>Grammar; Assistant in Model Schools.</i>	
JENNIE E. CHAPIN, - - -	95 Pleasant St.
<i>Geography; Assistant in Model Schools.</i>	
GEO. P. PHENIX, - - -	22 Grove Hill.
<i>Natural Science.</i>	
EDWARD D. ROBBINS, - - -	Hartford.
<i>Lecturer.</i>	

JANITOR.

AMOS F. BRUMBAUM, - - -	58 Hart St.
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TERMS OF ADMISSION.

All candidates for admission to the entering class are examined in the following subjects :

- | | |
|---------------------------|---------------------|
| 1. Reading. | 4. English Grammar. |
| 2. Writing. | 5. Arithmetic. |
| 3. Spelling. | 6. Geography. |
| 7. United States History. | |

THE REGULAR EXAMINATIONS FOR ADMISSION are held in different parts of the State in the months of *July* and *December*, and at the Normal School building on the first day of each term. These examinations are wholly in writing.

In the summer of 1889, examinations will be held in the following towns:

Hartford,	New Haven,	Norwich,
New Britain,	Meriden,	New London,
Thompsonville,	Waterbury,	Stonington,
	Derby,	Colchester,
Bridgeport,		
South Norwalk,	Winsted,	Rockville,
Stamford,	New Milford,	Stafford Springs,
Danbury,	Litchfield,	
	Canaan,	Willimantic,
Middletown,		Putnam.

Dates and places of entrance examinations will be given upon application to the Principal.

ADVANCED STANDING.—All candidates for advanced standing are examined in the preparatory studies, and also in those studies already pursued by the class which they wish to enter.

CERTIFICATES OF GRADUATION FROM HIGH SCHOOLS IN THIS STATE, OR STATE TEACHERS' CERTIFICATES, are accepted in place of examination.

AGE.—No one under sixteen can be admitted to the entering class, nor to an advanced standing, without corresponding increase in age.

TESTIMONIALS.—Each candidate must bring satisfactory testimonials as to character and attainments from a school visitor of the town in which he or she resides.

INTENTION TO TEACH.—All candidates must sign a written declaration that their object in securing admission to the school is to become qualified to teach in public schools, and that they intend to engage in that employment in this State.

COURSE OF INSTRUCTION.

The course of instruction occupies two years. For those who find the work too difficult because of inadequate preparation or defective training a special course and an extra term have been provided. This lengthens the course to five or more terms. No one can enter the training and practice department without furnishing satisfactory evidence of a thorough acquaintance with the subjects of the first year.

A few are able to complete the course in less than the prescribed time.

A certificate of graduation from a high school or the State teachers' certificate is evidence, though not conclusive evidence, that the holder has received an education sufficient to warrant a shorter course. No part of the training course can be omitted.

The common school studies, the English language and English literature and elementary science are regarded as essential to intelligent teaching, and to these special attention is given. In all branches the topical method is chiefly pursued and students are encouraged in independent investigation.

STUDIES.**FIRST TERM.**

Arithmetic.

Language and Grammar.

Geography.

Physiology and Chemistry.

Drawing, two hours per week.

Physical Training, half term.

SECOND TERM.

Arithmetic.

Geography.

Language and Grammar.

History.

Chemistry and Physics, half term.

Drawing, two hours per week.

Physical Training, three hours per week.

EXTRA TERM.

1. Geometry.

2. Algebra.

3. Arithmetic ; Geography.

4. Grammar and Composition.

5. Botany.

NOTE. The extra term is provided for those who may find it desirable or necessary to remain in the Normal School more than four terms.

THIRD TERM.

English Authors.
 Physics and Chemistry. (Laboratory work.)
 Methods, four subjects.
 Writing, half term.
 Physical Training.
 Drawing and Modeling.
 Workshop, three hours per week.

FOURTH TERM.

English Authors.
 Geology ; Review of Experiments in Physics.
 { Workshop.
 { Physical Training.
 Drawing and Modeling.
 Principles of Teaching.
 Practice and Criticism.

NOTES ON THE COURSE OF STUDY.

NATURAL SCIENCE.

FIRST TERM.

Chemistry. Experiments and recitations.

Physiology. Study of models of human organs, and recitations.

Work upon this subject will be directed toward the inculcation of principles of health. "How to take care of the body?" will be the aim of the course. Recitations, demonstrations, and examinations will constitute the method. The topics for consideration will be such as : Care of the teeth. Process of breathing. Need of pure air. Use of food. Digestion. Useful food. Preparation of food. Deforming bones by unwise dressing and attitudes. Need of exercise. Proper exercise. Bathing. Sleep. Care of the eyes, etc.

SECOND TERM.

Physics. Recitation and laboratory practice. Construction of apparatus in the workshop.

THIRD TERM.

Physics and Chemistry. Laboratory practice.

FOURTH TERM.

Zoölogy and Geology. Lectures. Study of specimens.
 Construction of apparatus in the workshop.
 Practice in giving science lessons and experiments in schools.

ARITHMETIC.

Objective instruction is given in connection with each subject, when this is practicable. Oral recitation follows in the form of simple problems, and abstract drill. This preliminary work enables the learner to perform with certainty complicated written problems.

The outline indicated above may be tabulated as follows :

1. Inspection and use of objects in deriving processes.
2. Oral concrete problems.
3. Abstract drill or repetition.
4. Interpretation of written questions containing two or more steps.
5. The mechanical performance of operations involved in problems.

Neither definitions, rules, nor formulas are made a part of daily recitation. They may be included in review after a subject is completed.

The instructors give their attention chiefly to such essential subjects as are connected with common business operations, viz., Fractions, Measures, and Percentage, with important applications. Class instruction is confined, principally, to elements. Precision and facility in dealing with simple oral questions prepare the learner for life, and insure intelligence and certainty in complex reasoning processes.

No text-book can supply the vast amount of graded, simple, practical questions that are implied in the repetition that all good teaching demands. The endless explanations that are found in text-books become unnecessary when processes are derived from intelligent practice.

A knowledge of principles is inseparable from such teaching. Hence the only service that a book can render in recitation work is to furnish problems that may be interpreted and occasionally worked out on the slate, *after* the real instruction has been given.

Other subjects than those named are taught, not because they are deemed valuable, but because the traditions of many schools require them. They are in no way essential to a good elementary education, and hence can not properly be included in a common school or Normal School curriculum.

ENGLISH.

FIRST TERM.

Punctuation. Use of Capitals.

Sentence making.

Oral reproduction.

Written statement.

Parts of Speech.

(a.) Classification.

(b.) Correct use in sentences.

The Phrase and the Clause.

(a.) As a noun.

(b.) As an adjective.

(c.) As an adverb.

Analysis of sentences.

Letter-writing. Exercises in original composition. Paraphrases and development exercises. Study of Irving and Hawthorne.

BOOKS OF REFERENCE.—Whitney's, Kerl's, and Swinton's Grammars; Welsh's *Essentials of English*, Chittenden's *Elements of English Composition*, Angus' *Hand-book of the English Tongue*, Hodgson's *Errors in English*.

NOTES.—The above scheme is topical and illustrative. Formal grammar occupies a secondary place and the aim is to secure correct and ready use of the English language.

The books of reference named are constantly used in the preparation of lessons. They take the place of a single text-book, the general outline of the work being given by the teacher.

In the study of literature, in addition to the works of the authors, students consult critical and biographical essays selected from the library. The library is open for consultation at all hours, and students are expected to become familiar with such books as may be prescribed.

SECOND TERM.

Structure of the English language. Special study of words from the Saxon, Latin, and Greek. Synonyms. Rhetoric. Diction, Figures, Style.

Study of American Authors.—Bryant, Longfellow, Whittier, Poe, Holmes, Lowell.

Essays on subjects suggested by reading.

BOOKS OF REFERENCE.—Trench's *On the Study of Words*, Skeat's *Etymological Dictionary*, Angus' *Hand-book of the English Tongue*, Earl's *Philology of the English Tongue*, Roget's *Thesaurus of English Words*, Crabb's *English Synonyms*, Smith's *Synonyms Discriminated*. A. S. Hill's, D. J. Hill's, Kellogg's, and Hart's *Rhetorics*.

THIRD TERM.

Literature.—Studies of Scott, Macaulay, DeQuincy, Lamb, Burns, Wordsworth, Coleridge, and Tennyson.

Study of varieties of prose and poetical composition.

How to write an Essay—choice of subjects, material, arrangement of material.

Critical Essays, to be read by each student before the class.

FOURTH TERM.

Prescribed Course of Reading.—Selections from Emerson, Carlyle, Addison, Burroughs, Bacon, Milton, Shakespeare, Thackeray, George Eliot, Kingsley, Dickens.

Written abstracts upon selections read.

Talks upon the history and growth of language, the different periods of English literature, the development of the drama.

Argumentative Essays.

GEOGRAPHY.

The early instruction in Geography consists in giving ideas that can be used in the future systematic study of the subject. These ideas may be divided into two classes : 1st. Those that come from direct contact with nature about us. 2d. Those that are derived from sense products, either by some logical process, or by means of information lessons.

The instruction of the first class, referred to above, begins with observation, construction, moulding, coloring, and drawing. The attempt is made to examine, and as far as possible to represent, familiar features and products in nature. The action of heat, gravitation, and chemical change, in the distribution of soil, water, and air, are carefully considered. These ideas are regarded as a geographical alphabet, by means of which the learner may gain information about the world at large.

Under the second head the pupil is introduced to the world through stories, and descriptions of peoples and places. The structure of two continents is thoroughly studied, for the purpose of interpreting the effect of physical conditions upon life, and hence upon the social and political history of man.

Except in making brief generalizations, no effort is made to study those continents, or parts of continents, with the present social history of whose people we are not familiar.

The subject affords an opportunity to cultivate the reasoning powers. Cause and effect are everywhere considered.

It is the purpose of the teacher to stimulate inquiry relating to the properties and conditions of matter ; the forces of nature and the changes that they produce affecting the life and progress of man ; such information as may enable the learner to enter into the current thought and life of the world, and, finally, to establish such associations and awaken such interest in the study of the social, commercial, and historical life of leading cities and countries, that little formal effort in memorizing locations will be required.

This outline indicates the range and direction of the work done, both in the normal and practice departments.

BOOKS OF REFERENCE. — Geikie's *Physical Geography*, Huxley's *Physiography*, Ritter's *Comparative Geography*, Parker's *How to Teach Geography*, Frye's *Child in Nature*, King's *Methods and Aids in Teaching Geography*.

PHYSICAL GEOGRAPHY.

The following are the main topics considered :

- I. The atmosphere.
- II. Dew. Fogs.
- III. Winds.

IV. Rainfall.

V. Land and water lessons.

VI. Action of running water.

a. Disintegration of rocks. Formation of soil.

b. Pebbles. Sand. Mud.

c. River terraces.

d. Deltas.

VII. Ocean currents.

VIII. Continental similarities.

Oxidation, the laws of gravitation, and the action of heat, are introduced to explain the distribution of soil and the movements of air and ocean currents.

HISTORY.

The topical method is pursued in the study of this subject. Special prominence is given to social history and biography.

Free use is made, in reference, of cyclopedias, biographies, historical novels, histories, and other sources of information.

Pupils are led to form habits of independent investigation.

WRITING.

In the third term pupils are instructed in writing. The letters are classified and a few forms are taught as representing many forms. Accuracy in form work is secured, and a beginning is made in movement. Rapidity can be attained by continuing the movement exercises that are given.

TRAINING COURSE.

The work of the training department occupies the last year of the course :

(*a.*) First five months, preparation.

(*b.*) Second five months, practice in the model schools.

The order of work is as follows:

1. Model lessons to children, illustrating methods.

2. Observation by the students of these lessons and of the regular exercises and lessons of the model schools.

3. Notes of observation and outlines of lessons, to be used in practice work (whole year).

4. Trial lessons in model schools.

5. Teaching in model schools (five months).

6. Criticisms by the teachers and discussions by the students.

7. Principles of teaching and applied Psychology (whole year).

FIRST FIVE MONTHS.

The essentials of the common school subjects are discussed, and illustrative lessons are given in the practice schools. The end to be secured

in each study is stated, methods are suggested, and the principles involved are considered at length.

These methods emphasize the importance, (1) of making the subject real by objective and illustrative teaching ; (2) of repeating these impressions by means of concrete questions and problems ; (3) of considering questions of cause and effect, when this is possible ; (4) of a restatement of the subject matter of all lessons by the children to whom they are given.

It is of the first importance that students learn, by long practice, to prepare lessons that are to be given to others. They are required to furnish from independent reading and investigation, graded problems and information relating to the leading topic of a given lesson. They are never permitted to use a text-book in teaching a class of children.

Such habits of preparation practically prevent servile or harmful imitation, insure the growth of the teacher, and render the work of teaching stimulating and enjoyable.

The proper use of a text-book is shown. It is urged that a text-book may be used as a reading or exercise book, after a subject or point has been thoroughly taught. Since no book can furnish means, either for illustration or repetition, suitable or sufficient for a given recitation, any other use of such a book hinders good teaching.

In this term students complete their work and must attain excellence in the technical subjects named on p. 15.

LAST FIVE MONTHS.

Practice.

Seven model schools, including the Kindergarten, have been opened at the Central school, and five schools outside of New Britain are connected with this department. These schools are taught by teachers specially qualified for this particular work.

Occasional criticisms are made by the teacher in charge, in the presence of the entire class, upon the teaching of one of their own number. Private criticisms and suggestions are offered at the close of each day. No work is considered successful if it does not secure the willing attention of every child during the entire period of recitation, and cultivate the power to *think* and to *express thought*.

In addition to the five months of preliminary observation and training, each student teaches both in graded schools and in ungraded schools, acting as assistant to the teacher in charge for periods of from two to four weeks in each school. Each graduate has had about five months of actual experience under skilled teachers.

From the beginning, students are made responsible for the board work and other occupations of the children and become familiar with the details of school organization.

PRINCIPLES AND THEORY.

Observation and practice are made the basis of all theoretical instruction. Such parts of Psychology as are most readily applied in the school-room are carefully considered in their relation to the principles of teaching.

Among the topics selected are nervous action, interest, attention, perception, association, imagination, will power, and character.

The history of prominent teachers of the last three centuries is read in connection with the familiar principles they have enunciated.

School management and organization are given a prominent place.

Common School Education, by Currie, Fitch's *Lectures on Teaching*, *Browning's Theories*, Sully's *Hand-book of Psychology*, and Carpenter's *Physiological Psychology* are among the books used in this department.

ART COURSE.

Instruction is given in geometrical and freehand drawing during the entire course. Pupils are expected to illustrate readily upon the black-board in teaching Reading, Geography, History, and Natural Science.

Modeling in clay and coloring have been made a part of the required work of the course.

COURSE IN DRAWING.

FIRST TERM.

Work from the cube, as a convenient representative of solid bodies contained by straight lines. The leading, simple rules for the perspective of the straight line are brought to the notice of the pupils in practice, before anything is known of it as a theory. The principles thus found are applied to common objects made up of straight lines.

PERSPECTIVE OF THE CURVE.

Experimental work with the circle and with the cylinders. Principles applied to objects made up of curved, or of a combination of curved and straight lines.

SECOND TERM.

Review of first term's work, with introduction of "light and shade"; special attention given to securing good execution in shading with the lead pencil.

THIRD TERM.

Rapid black-board sketching. Object: to prepare students to illustrate readily on the black-board in teaching reading, geography, history, natural science, etc.

FOURTH TERM.

General work from casts and from objects, using charcoal or crayons as the medium.

The aim in the above course is, not to teach drawing as an accomplishment, or as an art, but to enable the students to draw common objects around them. Little time is given to the principles of design, yet pupils are expected to be able to conventionalize from the natural form. They are also required to familiarize themselves with working-drawings.

An elementary course in water-colors supplements the work in drawing. Color is used in many primary schools, not only for the power it has to awaken interest, and to brighten the school life of the child, but for the broader training it gives to hand and eye. The course in the normal department seeks to prepare the pupils to thus teach color.

Acting on the belief that making should precede drawing, the students are trained in cutting and making various paper forms. Also a course of one and one half years in clay modeling has been introduced. One term is given to work from solids and natural forms; the remainder of the time to work in bas-relief, from casts, etc.

An average of two hours a week is given to the art work.

ELOCUTION.

The course of study in Elocution embraces systematic work in Mechanical, Intellectual, and Emotional Expression.

The work of the Entering Class is devoted chiefly to the correction of bad habits in Position, Breathing, Articulation, Pronunciation, and Quality of Voice.

The Middle Class are given practical exercises in Reading in great variety, embracing analysis of Thought and the best means of Emphasis.

The course is completed in the Junior year by a series of Lectures and illustrative examples upon the best methods of teaching Reading particularly adapted to the needs of common schools. The subjects are:

Vocal Gymnastics,	Cadence,
Articulation,	Force,
Pronunciation,	Stress,
Quality of Voice,	Time,
Pitch,	Emphasis.
Melody,	

In this Department the work is designed to develop the best personal characteristics of each pupil, and so far as possible to give the graduates of this Institution the power to teach vocal expression from a knowledge of its elements and by means of a good example.

THE KINDERGARTEN.

The Kindergarten contains nearly ninety children.

The Junior class in the Normal School observe in the Kindergarten on one day of every week. The Kindergarten gives this class a careful statement of the principles and theory involved, and instructs in the occupations relating to primary work.

GYMNASIUM.

The gymnasium is furnished with the most approved apparatus. A special teacher is employed. Classes devote one period each day to physical training. In addition to class exercises, work adapted to individual needs is given to each student. A careful record is made of the effect of this training in the case of each student.

The Del Sarte system will be taught in connection with the system described above.

MANUAL TRAINING.

The workshop is roomy and well equipped.

The Junior and Senior classes give an hour each day to making apparatus. They supply themselves with a considerable number of pieces which they can use in teaching elementary science. They also gain a knowledge of material and its uses.

Scholars of the model schools are also instructed in the uses of tools, and practice regularly in the workshop.

THE LIBRARY.

The library now contains 4,000 miscellaneous books and 500 text-books. A card catalogue, classifying by topics, has been completed. Students are trained to use the library from the first. Most lessons assigned are topical, and must be learned by using references given by instructors. The reading table is supplied with magazines, educational journals, miscellaneous papers, and daily newspapers.

SPECIAL COURSES.

A limited number of special students may receive instruction in natural science, in physical training, and in the Kindergarten.

Special students pay a tuition of fifty dollars for the training in the Kindergarten, and about twelve dollars for material. The course covers one year and requires the entire time of the candidate. A diploma is awarded.

Students in the other two departments named pay no tuition, provided they declare their intentions to teach in Connecticut. Otherwise they pay a fee of one dollar per week.

Graduates of the school will be competent to give elementary instruction in the last two subjects named, but no special diploma will, at present, be awarded.

TERMS AND VACATIONS.

There are in the year two terms of twenty weeks each. The first term begins about the first of September and ends in the following January. The second term begins on the Monday following the close of the first term and continues until the last of June. There are recesses at Thanksgiving and Christmas in the first term, and a spring recess in April.

For terms and recesses in 1888-9 see the Calendar on page 344.

EXPENSES.

The advantages of the school are offered free to all who declare their intention to teach in the common schools of this State.

Necessary text-books are provided without charge. Pupils are advised to purchase a few reference books.

In the senior term there may be a slight additional expense in going to and from the practice schools outside of New Britain.

A small charge is made for periodicals, stationery, magazines, incidentals, and graduating expenses. All the expenditures referred to above amount to about twenty-five dollars.

The average cost of board and washing is about \$4.25 per week. The total average cost per pupil, not including amount paid for clothing and traveling expenses, is thus less than \$200 per year.

Many do their own housework and reduce the expenses of board to one-half or two-thirds the sum named above.

Comfortable rooms and good board can be secured after the students arrive at New Britain. At the beginning of the term the principal will always be found at the Normal School building, and will assist new-comers in finding boarding places.

VISITORS.

All departments are open to visitors interested in education. Teachers from schools of the State are especially welcome.

GRADUATION.

A class is graduated at the close of each of the two terms into which the school year is divided.

The diploma is awarded to those who attain the required standard of scholarship in every prescribed subject and exhibit a fair degree of skill in teaching and governing children.

GRADUATES.

The demand for trained teachers is constantly increasing. So far as can be ascertained, no recent graduate is unemployed. Many towns and districts in the State employ only trained teachers, so far as this is possible.

Of two hundred and eighteen who have graduated since September, 1883, two hundred and four are at present teaching. None of these graduates have ever left teaching to enter other occupations.

The Normal School does not send out one-quarter of the number who could readily find remunerative situations. Especially is there an eager demand for teachers who can teach and manage the higher classes of graded schools.

There is ample encouragement for college graduates and others of liberal education to prepare themselves for teaching by a course in the Training School.

PENFIELD, NELLIE R.,	- - - - -	<i>New Britain.</i>
SAVAGE, JULIA S.,	- - - - -	<i>Ivoryton.</i>
SPARKS, EDITH M.,	- - - - -	<i>New Britain.</i>
SCHROEDER, NETTIE,	- - - - -	<i>Mystic Bridge.</i>
SCRANTON, NELLIE T.,	- - - - -	<i>Madison.</i>
STONE, HATTIE M.,	- - - - -	<i>New Hartford.</i>
WAKELEE, ADA M.,	- - - - -	<i>Birmingham.</i>
WALKER, LEONORA E.,	- - - - -	<i>Manchester.</i>
WHEDON, JENNIE M.,	- - - - -	<i>Madison.</i>
CURTISS, FREDERICK A.,	- - - - -	<i>Stratford.</i>

31

Kindergarteners, 8

Total 39

SENIOR CLASS.

Barnum, Laura C.	<i>South Kent.</i>	34 Pearl.
Brown, Emma F.	<i>Plainville.</i>	53 So. High.
Brown, Lily C.	<i>New Britain.</i>	519 Arch.
Carr, Alice	<i>Wallingford.</i>	
Clark, Mary E.	<i>Windsor Locks.</i>	
Daniels, Nellie M.	<i>Unionville.</i>	
Ensign, Mary A.	<i>Hartford.</i>	
Filer, Emma R.	<i>Warehouse Point.</i>	
Goodrich, Mary E.	<i>New Britain.</i>	112 Chestnut.
Hall, Nettie E.	<i>Bristol.</i>	
Huntley, Lucie S.	<i>Hamburgh.</i>	280 Arch.
Keenan, Elizabeth	<i>Waterbury.</i>	75 Scoville.
Kingsley, Mary A.	<i>Yantic.</i>	
Lounsbury, Anna C.	<i>Hartford.</i>	
Moriarty, Nellie A.	<i>South Manchester.</i>	476 Main.
Morse, Mary K.	<i>Meriden.</i>	
Millard, Sadie C.	<i>Merrow.</i>	53 So. High.
Mitchell, Lillie L.	<i>West Hartford.</i>	
O'Dell, Margaret J.	<i>New Britain.</i>	
Pasco, Lena A.	<i>East Berlin.</i>	
Russell, Grace E.	<i>Bristol.</i>	
Ulrich, Julie A.	<i>Hartford.</i>	14 Alden.
Vinton, Rose	<i>East Hartford.</i>	53 So. High.
Walsh, Matilda L.	<i>Waterbury.</i>	
Willard, Martha	<i>Wethersfield.</i>	

25

Kindergarteners, 5

Total, 30

JUNIOR CLASS.

Aldrich, Edith L.	<i>East Killingly.</i>	35 Hawkins.
Allen, Elizabeth L.	<i>East Windsor.</i>	76 Grand.
Allyn, Grace M.	<i>Hebron.</i>	91 South Main.
Beach, Mary O.	<i>New Britain.</i>	Osgood Hill.
Bull, Mary A.	<i>New Hartford.</i>	
Burwell, Bertha M.	<i>New Hartford.</i>	
Campbell, Annie B.	<i>West Suffield.</i>	48 Camp.
Chidsey, Edith R.	<i>Westville.</i>	
Clary, Lila F.	<i>New Britain.</i>	72 Maple.
Codding, Nellie A.	<i>Danielsonville.</i>	35 Hawkins.
Cody, Lillian M.	<i>Hartford.</i>	
Condell, Catharine M.	<i>Plainville.</i>	
Duvall, Isabel G.	<i>New Britain.</i>	73 Prospect.
Flynn, Bessie H.	<i>Woodstock.</i>	153 Arch.
Geer, Eliza S.	<i>Hadlyme.</i>	519 Arch.
Griswold, Elizabeth H.	<i>Guilford.</i>	153 Arch.
Griswold, Emma M.	<i>New Britain.</i>	
Griswold, Estena M.	<i>Windsor Locks.</i>	
Hall, Eda L.	<i>New Canaan.</i>	
Harkness, Ella M.	<i>Amherst, Mass.</i>	30 Griswold.
Harper, Mary E.	<i>Windsor Locks.</i>	
Hart, Mary F.	<i>Yonkers, N. Y.</i>	
Hickox, Eva A.	<i>Durham.</i>	214 Park.
Jacobs, Nellie T.	<i>Hartford.</i>	
Jencks, Martha A.	<i>Norwich.</i>	109 Prospect.
Kemp, Edna L.	<i>Norwalk.</i>	12 Hawkins.
Kenny, Ellen A.	<i>Mount Carmel.</i>	60 Winter.
Latham, Florence E.	<i>Gales' Ferry.</i>	280 Arch.
Mack, Lucy L.	<i>Watertown.</i>	91 South Main.
Martin, Edwina B.	<i>Lyme.</i>	394 Park.
McVeagh, Aretta M.	<i>Westbrook.</i>	161 Washington St.
Miller, Hattie D.	<i>Bloomfield.</i>	35 Hawkins.
Maloney, Josie P.	<i>Hartford.</i>	
Morrell, Mary L.	<i>Stamford.</i>	519 Arch.
Mulligan, Annie	<i>Hartford.</i>	
Pistorious, Annie C.	<i>Meriden.</i>	
Platt, Edith J.	<i>Deep River.</i>	20 Pearl.
Prindle, Helen O.	<i>Sharon.</i>	65 South High.
Roche, Alice M.	<i>Suffield.</i>	
Rogers, Maria L.	<i>Hartford.</i>	
Simms, Carrie I.	<i>Windsor Locks.</i>	
Smith, Bertha F.	<i>Colchester.</i>	
Smith, Emily	<i>Glenbrook.</i>	15 Prospect.
Smith, Lucy M.	<i>Wethersfield.</i>	
Smith, Sarah B.	<i>Stamford.</i>	519 Arch.
Spaulding, Minnie M.	<i>Falls Village.</i>	35 Hawkins.
Steiger, Annie L.	<i>Bridgeport.</i>	

Sullivan, Mary A.	<i>Manchester.</i>	
Tolles, Lizzie I.	<i>South Norwalk.</i>	12 Hawkins.
Wheeler, Margaret J.	<i>West Winsted.</i>	44 Walnut.
Wood, Jennie D.	<i>Meriden.</i>	
Maby, Howard W.	<i>Bridgeport.</i>	
Pulver, Frank A.	<i>Torrington.</i>	39 North Stanley.
		53
		Junior enterers, 22
		Total, 75

MIDDLE CLASS.

Backus, May J.	<i>New Haven.</i>	
Blair, Mary L.	<i>East Windsor Hill.</i>	
Clarke, Clara M.	<i>Portland.</i>	
Coyle, Mary J.	<i>Waterbury.</i>	
Doyle, Julia H.	<i>Windsor Locks.</i>	91 Hartford Avenue.
Fahey, Sarah H.	<i>Windsor Locks.</i>	
Furey, Elizabeth M.	<i>Cheshire.</i>	107 Church.
Gallup, Jennie M.	<i>Buckland.</i>	
Greene, Emma L.	<i>Meriden.</i>	
Greene, Mary E.	<i>Westminster.</i>	35 Hawkins.
Griffin, Bertha K.	<i>West Suffield.</i>	
Griffin, Sarah L.	<i>West Suffield.</i>	
Hogan, Nellie M.	<i>Hartford.</i>	
Jagger, Ella	<i>Hebron.</i>	
Judson, Sarah L.	<i>Bristol.</i>	
Kinney, Ellen L.	<i>Putnam.</i>	15 Prospect.
Kinney, Emma J.	<i>Putnam.</i>	15 Prospect.
Kirtland, Alice A.	<i>Chester.</i>	
Leonard, Ida A.	<i>Durham.</i>	
Lewis, Florence D.	<i>Bakersville.</i>	42 Park Place.
Loveland, Charlotte E.	<i>New Haven.</i>	
Lillie, Mary E.	<i>Portland.</i>	
McKenna, Elizabeth M.	<i>Wallingford.</i>	
Myers, Margaret E.	<i>Wallingford.</i>	
Peck, Jennie M.	<i>East Haddam.</i>	20 Pearl.
Root, Minnie M.	<i>West Suffield.</i>	48 Camp.
Rowden, Annie E.	<i>Wallingford.</i>	
Sanford, Leah G.	<i>Litchfield.</i>	23 Cedar.
Shaefer, Anna E.	<i>Windsor Locks.</i>	
Sperry, Eliza T.	<i>Bolton.</i>	35 Hawkins.
Stowell, Amy E.	<i>Meriden.</i>	
Strong, Hattie V.	<i>Meriden.</i>	
Wood, Winifred A.	<i>Waterbury.</i>	
Loomis, Herbert N.	<i>Liberty Hill.</i>	39 North Stanley.
		34
		Middle enterers, 14
		Total, 48

ENTERING CLASS.

Adams, Alice M.	<i>South Wethersfield.</i>	
Adams, Mary M.	<i>Wethersfield.</i>	
Alvord, Emma D.	<i>East Hampton.</i>	
Arnold, Edith M.	<i>Manchester Green.</i>	55 Grand.
Attwood, Mary C.	<i>Watertown.</i>	149 Washington.
Averill, Clara	<i>Watertown.</i>	55 Grand.
Bagley, Julia A.	<i>Kensington.</i>	44 Walnut.
Barber, M. Jessie	<i>Elmwood.</i>	
Barber, Mary E.	<i>West Torrington.</i>	23 Cedar.
Beard, Flora	<i>Huntington.</i>	76 Grand.
Beckwith, Ada L.	<i>Willimantic.</i>	48 Camp.
Beebe, Lina H.	<i>East Hampton.</i>	84 South Main.
Beeman, Letta	<i>Carbondale, Penn.</i>	90 South Main.
Beers, Jennie F.	<i>Newtown.</i>	12 Hawkins.
Borst, Alice G.	<i>Meriden.</i>	
Bracken, Augusta F.	<i>Norwalk.</i>	128 Curtis.
Bridgeman, Amy	<i>New Britain.</i>	
Brooks, Lucy E.	<i>Middletown.</i>	
Broughel, Annie	<i>Hartford.</i>	
Brown, Alice E.	<i>Forestville.</i>	
Brown, Mattie L.	<i>Talcottville.</i>	
Bulkley, Christina S. V.	<i>Winthrop.</i>	
Bunnell, Maude A.	<i>Forestville.</i>	
Burns, Mandel M.	<i>Milford.</i>	44 Walnut.
Burwell, Helen M.	<i>Saybrook.</i>	
Button, Myrtie A.	<i>Plainfield.</i>	12 Hawkins.
Cashman, Nellie M.	<i>Kensington.</i>	
Carroll, Nellie E.	<i>Waterbury.</i>	
Carter, Lena A.	<i>New York.</i>	
Caswell, Mary E.	<i>Bloomfield.</i>	55 Grand.
Church, Edith A.	<i>Chaplin.</i>	17 Hawkins.
Clarke, Emily M.	<i>Columbia.</i>	84 South Main.
Clark, Nettie B.	<i>New Britain.</i>	16 Cherry.
Coleman, Mary E.	<i>Wethersfield.</i>	
Cutler, Mattie F. G.	<i>Sprague.</i>	
Davenport, Kate I.	<i>Broad Brook.</i>	48 Camp.
Dalzell, Martha A.	<i>Bristol.</i>	
Denison, Jessie K.	<i>Hartford.</i>	
Dohrenwend, Mary A.	<i>Newington.</i>	
Doocey, Nellie E.	<i>Hartford.</i>	
Dowd, Grace E.	<i>Winsted.</i>	
Dowling, Jennie R.	<i>Middletown.</i>	40 South High.
Dyson, Sarah H.	<i>New Britain.</i>	6 Sand Bank Road.
Fanning, Helen E.	<i>New Britain.</i>	9 Chestnut.
Faber, Caroline M.	<i>Seymour.</i>	
Finley, Lettie I.	<i>Highland Park.</i>	27 Kelsey.

Fitzpatrick, Charlotte V.	<i>Portland.</i>	
Flynn, M. Genivieve	<i>Hartford.</i>	
French, May E.	<i>Falls Village.</i>	
Gardner, Frances P.	<i>Birmingham.</i>	50 Walnut.
Gilmore, Jessie C.	<i>New Haven.</i>	216 Main.
Griswold, Fannie H.	<i>New Britain.</i>	94 South Main.
Griswold, Nellie L.	<i>Meriden.</i>	
Hart, Eleanor M.	<i>New Britain.</i>	40 Grand.
Hayes, Anne P.	<i>Meriden.</i>	
Hendy, Mary L.	<i>Waterbury.</i>	
Holmes, Alice D.	<i>West Avon.</i>	
Holland, Olga C.	<i>Hartford.</i>	
Hull, Sadie	<i>Norwalk.</i>	12 Hawkins.
Huntley, Flora M.	<i>Essex.</i>	20 Pearl.
Hutchinson, Kittie W.	<i>Essex.</i>	20 Pearl.
Hyde, Jennie W.	<i>Ellington.</i>	77 South Main.
Keeney, Amy L.	<i>Hockanum.</i>	40 Grand.
Keiler, Catharine	<i>East Hartford.</i>	
Kennicott, Jessie I.	<i>Mystic Bridge.</i>	199 Chestnut.
Kelly, Lizzie C.	<i>Deep River.</i>	58 Beaver.
Kenelly, Clara L.	<i>Hartford.</i>	
Klinger, Clara M.	<i>Hartford.</i>	
Landers, Bertha E.	<i>Mystic Bridge.</i>	109 Prospect.
Lane, Bertha G.	<i>Hartford.</i>	
Lange, Emily J.	<i>Meriden.</i>	
Leonard, Hattie R.	<i>Durham.</i>	149 Washington.
Leppens, Minnie I.	<i>Hartford.</i>	
Lewis, Mary R.	<i>Portland.</i>	
Litchfield, Mattie	<i>Wethersfield.</i>	
Llewellyn, Julia A. J.	<i>Seymour.</i>	13 Hart.
Lockwood, Clara B.	<i>North Stamford.</i>	519 Arch.
Longdon, Mary E.	<i>Hartford.</i>	
Lord, Eugenia	<i>Manchester, N. H.</i>	
*Loveland, Clara J.	<i>Morris.</i>	
Martin, Alida H.	<i>Chaplin.</i>	17 Hawkins.
Mathews, Carrie W.	<i>Bristol.</i>	32 Hawkins.
McDonnell, Annie R.	<i>Hartford.</i>	
Miller, Sarah B.	<i>Middlefield.</i>	149 Washington.
Mills, Fannie E.	<i>Thompson.</i>	69 Walnut.
Minor, Georgia	<i>Middletown.</i>	
Minor, May E.	<i>Plymouth.</i>	79 Prospect.
Moore, Marjorie A.	<i>Kensington.</i>	
Morey, George B.	<i>Sharon.</i>	
Neelans, R. Isabel	<i>Enfield.</i>	280 Arch.
Newell, Mary E.	<i>Meriden.</i>	
Nothnagle, Emma L.	<i>New Britain.</i>	
Parker, Emily J.	<i>New Britain.</i>	22 Grove Hill.
Parker, Frances W.	<i>Geneva, N. Y.</i>	

* Died.

Pasco, Meda L.	<i>East Berlin.</i>	
Powers, Winifred M.	<i>Terryville.</i>	
Rexford, May C.	<i>Winsted.</i>	32 Hawkins.
Roberts, Helen M.	<i>Wethersfield.</i>	50 Walnut.
Russell, Annie	<i>Waterbury.</i>	191 Lake.
Ryan, Katie C.	<i>Bristol.</i>	
Sellew, Edith M.	<i>Hartford.</i>	
Shaver, Lucy J.	<i>West Winsted.</i>	84 Camp.
Sielke, Teresa	<i>Meriden.</i>	
Simonson, Jessie	<i>New Britain.</i>	48 Camp.
Skeele, Clara R.	<i>Waltham, Mass.</i>	72 Maple.
Small, Nellie M.	<i>North Truro, Mass.</i>	280 Arch.
Smart, Janey E.	<i>Broad Brook.</i>	48 Camp.
Smith, Minnie H. I.	<i>Orange.</i>	69 Walnut.
Snow, Eliza C.	<i>Meriden.</i>	
Snow, L. Louise	<i>East Hampton.</i>	91 South Main.
Stanley, Grace W.	<i>South Coventry.</i>	
Stannard, Ella F.	<i>Westbrook.</i>	161 Washington.
Starkweather, Annie E.	<i>Manchester.</i>	
Storrs, Katie E.	<i>Mansfield.</i>	
Story, Ida L.	<i>New Haven.</i>	
Tennant, Mary D.	<i>Waterbury.</i>	191 Lake.
Thayer, Effie J. W.	<i>Williamsburg, Mass.</i>	69 Walnut.
Thompson, Lizzie M.	<i>Broad Brook.</i>	77 South Main.
Toucey, Clara M.	<i>Waterbury.</i>	191 Lake.
Vallette, Bertha K.	<i>Hanover.</i>	
Vallette, H. Alberta	<i>Norwich.</i>	94 Maple.
Vallette, Mary E.	<i>Norwich.</i>	94 Maple.
Walker, Effie G.	<i>So. Hadley Falls, Mass.</i>	36 South High.
Watts, Annie L.	<i>Washington.</i>	
Weed, Lina H.	<i>Forestville.</i>	
Wellington, Olive	<i>Durham Centre.</i>	280 Arch.
Wheeler, Katie E.	<i>Broad Brook.</i>	49 Winthrop.
Wheeler, Sarah	<i>Stratford.</i>	
White, Mary G.	<i>Wethersfield.</i>	
Whitman, Pet M.	<i>Bristol.</i>	
Wilcox, Annabell	<i>Higganum.</i>	23 Cedar.
Wilcox, Marion	<i>Middlefield.</i>	149 Washington.
Wilcox, Nellie M.	<i>Higganum.</i>	23 Cedar.
Williams, Ada D.	<i>Ansonia.</i>	
Worthington, Carrie B.	<i>Portland.</i>	

	135
Kindergarteners,	6
	141
Special Training,	4
Total,	145

KINDERGARTEN.

GRADUATES OF JUNE, 1888.

Baldwin, Laura B.	<i>Meriden.</i>
Curtis, Fanniebelle	<i>Norwalk.</i>
Holcombe, Mary L.	<i>Hartford.</i>
Smith, Fanny L.	<i>New Britain.</i>
Somers, Minnie S.	<i>Hartford.</i>
Upson, May B.	<i>New Britain.</i>
Viets, Ida E.	<i>New Britain.</i>

Total, 7.

SENIOR CLASS.

Allen, Hattie	<i>New Haven.</i>	10 Camp.
Atwood, Evelyn E.	<i>New Britain.</i>	26 South High.
Copley, Carrie B.	<i>New Britain.</i>	23 Park Place.
Pierce, Florence J.	<i>New Britain.</i>	Hillside Place.
Safford, Kate P.	<i>Windsor.</i>	
	Total, 5.	

ENTERING CLASS.

Banks, Jennie	<i>Westport.</i>	
Birge, Alice	<i>Windsor Locks.</i>	
Clark, Winniebelle	<i>Chester.</i>	
Cowles, Lillie	<i>Southington.</i>	
Miller, Frank	<i>Middletown.</i>	
Rockwell, Bessie	<i>New Britain.</i>	98 West Main.
		Total, 6.

PRIMARY TRAINING.

GRADUATES OF JUNE, 1888.

Curtis, Fanniebelle	<i>Norwalk.</i>
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SUMMARY.

NORMAL AND TRAINING DEPARTMENT.

Class Graduated, January, 1888,	-	-	-	-	-	-	11
Class Graduated, June, 1888,	-	-	-	-	-	-	39
Senior Class,	-	-	-	-	-	-	30
Junior Class,	-	-	-	-	-	-	75
Middle Class,	-	-	-	-	-	-	48
Entering Class,	-	-	-	-	-	-	145
Special Course, Science,	-	-	-	-	-	-	1
Special Course, Drawing,	-	-	-	-	-	-	1
Primary Training,	-	-	-	-	-	-	1
Special Training,	-	-	-	-	-	-	4
							<hr/> 355

KINDERGARTEN TRAINING DEPARTMENT.

Class Graduated, June, 1888,	-	-	-	-	-	-	7
Senior Class,	-	-	-	-	-	-	5
Entering Class,	-	-	-	-	-	-	6
							<hr/> 18
							<hr/> 373
Deduct names counted twice,	-	-	-	-	-	-	54
Total,	-	-	-	-	-	-	<hr/> 319

NAMES OF GRADUATES.

1883-1887.

January, 1884.

Name.	P. O. Address.	Name.	P. O. Address.
Bates, Effie C.,	<i>New Britain.</i>	Nash, Marion H.,	<i>Ridgefield.</i>
Booth, Mary A.,	<i>New Britain.</i>	Pratt, Edwina M.,	<i>Essex.</i>
Daniels, Ida L.,	<i>Hartford.</i>	Roll, Annie B.,	<i>Hartford.</i>
Granville, Nella R.,	<i>Milford.</i>	Satterlee, Ellen S.,	<i>Ledyard.</i>
Hoffman, M. Eliz.,	<i>New Britain.</i>	Sherlock, Alice L.,	<i>Hartford.</i>
Judson, Maria,	<i>Stratford.</i>	Way, Edith G.,	<i>Bristol.</i>
Lewis, Lina N.,	<i>Southington.</i>	Wingood, Alice M.,	<i>Guilford.</i>

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June, 1884.

Name.		Name.	
Bunnell, Alice L.,	<i>Hartford.</i>	Pardee, Emma E.,	<i>New Haven.</i>
Clark, Belle M.,	<i>Meriden.</i>	Rhaum, Annie L.,	<i>Windsor.</i>
Finley, Mary A.,	<i>Manchester.</i>	Ruggles, Henrietta,	<i>Brookfield.</i>
Gardner, Mary E.,	<i>New London.</i>	Smith, Lucy N.,	<i>Ridgefield.</i>
Johnston, Annie L.,	<i>Hartford.</i>	Snow, Emma E.,	<i>Manchester.</i>
Johnson, Carrie C.,	<i>New Haven.</i>	*Watson, Dora,	<i>South Windsor.</i>
Lockhart, Margaret,	<i>Greenwich.</i>	Way, L. Gertrude,	<i>Woodstock.</i>
Miller, Mary E.,	<i>Bloomfield.</i>	White, M. Ella,	<i>Waterbury.</i>

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January, 1885.

Name.		Name.	
Emmons, Hattie O.,	<i>East Haddam.</i>	Merrill, Annie B.,	<i>Norwalk.</i>
Gill, Esther D.,	<i>Boscawen, N. H.</i>	Moore, Gertrude M.,	<i>New Britain.</i>
Goodyear, Edith,	<i>North Haven.</i>	Newton, Abby M.,	<i>Hartford.</i>
Gorton, L. Belle,	<i>Hartford.</i>	Stone, Sarah E.,	<i>Hartford.</i>
Hoskins, Bertha L.,	<i>Hartford.</i>	Ware, M. Elizabeth,	<i>Hartford.</i>
Jamieson, Isabella,	<i>Bridgeport.</i>		

11

June, 1885.

Name.		Name.	
Allen, Amanda,	<i>Groton Center.</i>	Monroe, Nellie D.,	<i>New Canaan.</i>
Allen, May L.,	<i>Meriden.</i>	Murphy, Myrtie E.,	<i>Westerly, R. I.</i>
Alvarez, Dominga C.,	<i>Meriden.</i>	O'Keefe, Anastatia,	<i>Norwich.</i>
Arms, Millie,	<i>Bristol.</i>	Pittner, Mary,	<i>Bristol.</i>
Baldwin, Luella J.,	<i>Meriden.</i>	Rile, Mary E.,	<i>Rowayton.</i>
Bradley, Mary A.,	<i>Plymouth.</i>	Roemer, Anna C.,	<i>Enfield.</i>
Bunnell, May,	<i>Terryville.</i>	Rossberg, Louise B.,	<i>New Britain.</i>
Cushman, Florence A.,	<i>Bloomfield.</i>	Schwab, Emma N.,	<i>Hartford.</i>
Daley, Mary E.,	<i>Hartford.</i>	Smith, Mary B.,	<i>Litchfield.</i>
Fletcher, Alice,	<i>Warehouse Pt.</i>	Stillson, Iva M.,	<i>South Norwalk.</i>
Hart, Anna S.,	<i>New Britain.</i>	Thompson, Minnie A.,	<i>Wareh'se Pt.</i>
Jennings, Emma J.,	<i>New Fairfield.</i>	Welton, Elizabeth,	<i>Plymouth.</i>
Lee, Abbie S.,	<i>Hanover.</i>		

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* Died January 1, 1885.

January, 1886.

Name.	P. O. Address.	Name.	P. O. Address.
Anderson, Barbara A.,	<i>Hazardville.</i>	Howe, Annie I.,	<i>Glastonbury.</i>
Behrish, Clara,	<i>Norwich.</i>	Lane, H. Edgar,	<i>Killingworth.</i>
Birge, Alice E.,	<i>Torrington.</i>	Losty, Katherine J.,	<i>Hartford.</i>
Bragaw, Carrie W.,	<i>New London.</i>	Sears, Lephe E.,	<i>Portland.</i>
Carroll, Emma M.,	<i>Hartford.</i>	Sawyer, Lucy H.,	<i>Columbia.</i>
Cohn, Minna K.,	<i>New London.</i>	Vile, Clara M.,	<i>New Britain.</i>
Deming, Nellie L.,	<i>New Britain.</i>	Waters, Minnie J.,	<i>New Britain.</i>
Fenton, M. A.,	<i>Stafford Springs.</i>	Wheeler, Sadie M.,	<i>New Britain.</i>
Flynn, Elizabeth A.,	<i>Hartford.</i>	Wingood, Fannie E.,	<i>Guilford.</i>
Guilfoil, Annie L.,	<i>Hartford.</i>		19

June, 1886.

Name.		Name.	
Bingham, Alice E.,	<i>Riverton.</i>	La Vere, Edith A.,	<i>Long Ridge.</i>
Burritt, Lillie B.,	<i>New Britain.</i>	Mack, Ella S.,	<i>Waterbury.</i>
Camp, Augusta L.,	<i>Newing'n Junc.</i>	Mahon, Mary P.,	<i>Hartford.</i>
Carroll, Jennie I.,	<i>Yalesville.</i>	Morse, Minnie G.,	<i>Northfield.</i>
Cowles, Helena D.,	<i>New Britain.</i>	Perkins, Katherine A.,	<i>Winsted.</i>
Crowley, Annie G.,	<i>New Britain.</i>	Quigg, Mary R.,	<i>Colchester.</i>
Fahey, Margaret J.,	<i>Wallingford.</i>	Randall, Mary A.,	<i>Lebanon.</i>
Ferris, Ivanor B.,	<i>Sound Beach.</i>	Rollins, Nellie J.,	<i>New Britain.</i>
Finley, Nellie E.,	<i>Bolton.</i>	Slack, N. Emma,	<i>Mystic River.</i>
Guinan, Theresa V.,	<i>Hartford.</i>	Stanton, Flora H.,	<i>East Lyme.</i>
Hart, Estelle M.,	<i>Guilford.</i>	Stührman, Minnie L.,	<i>Southington.</i>
Leete, Elizabeth M.,	<i>Guilford.</i>	Todd, Edith W.,	<i>Woodbridge.</i>
			24

January, 1887.

Name.		Name.	
Gray, Janet E.,	<i>So. Manchester.</i>	Sheldon, Marion A.,	<i>New Britain.</i>
Hoskins, Helen F.,	<i>Hartford.</i>	Standish, Mary S.,	<i>Wethersfield.</i>
Howe, Ada E.,	<i>Thompsonville.</i>	Whitworth, Adella F.,	<i>Thompsonville.</i>
Parker, Hattie I.,	<i>Yalesville.</i>	Williams, Margaret A.,	<i>Rocky Hill.</i>
Phippeny, Emma L.,	<i>Torrington.</i>	Williams, Carrie L.,	<i>Waterbury.</i>
Robertson, Maria L.,	<i>No. Manchester.</i>	Wolff, Annie F.,	<i>New Britain.</i>
Sage, Emeda,	<i>Cromwell.</i>	Clark, Walter E.,	<i>Chaplin.</i>
Seavers, Cora J.,	<i>Hartford.</i>		15

KINDERGARTEN.

Winnie S. Evenden, *South Norwalk.* | Mary S. Hine, *Newington.*

June, 1887.

Name.	P. O. Address.	Name.	P. O. Address.
Abbott, Lizzie E.,	<i>Waterbury.</i>	Hinchliffe, Mary E.,	<i>Milton.</i>
Adams, Bertha M.,	<i>Wethersfield.</i>	Hubbell, Hattie L.,	<i>Birmingham.</i>
Andrews, Jennie,	<i>Bethel.</i>	Kalkoff, Lillie,	<i>New Britain.</i>
Bell, Grace L.,	<i>Darien.</i>	Kyle, Annie D.,	<i>Bethel.</i>
Brockway, Bertha,	<i>Middletown.</i>	Meagher, Ida A.,	<i>Brookfield.</i>
Brown, Bertha C.,	<i>So. Norwalk.</i>	Mahler, Alice A.,	<i>Waterbury.</i>
Buckley, Flora E.,	<i>Meriden.</i>	Mott, S. Minnie,	<i>New Haven.</i>
Cartwright, Emma L.,	<i>New Britain.</i>	Munger, Harriett,	<i>East River.</i>
Chadeayne, E. Jane,	<i>Shelton.</i>	Munson, Lucy J.,	<i>Southford.</i>
Curtiss, Ella M.,	<i>Bridgeport.</i>	Nettleton, Mary W.,	<i>Washington.</i>
Covell, Jane C.,	<i>Talcotville.</i>	Richmond, Annette B.,	<i>Norwich.</i>
Devon, Henrietta C.,	<i>So. Manchester.</i>	Roemer, Ernestine W.,	<i>Enfield.</i>
Ellsworth, Kate L.,	<i>East Windsor.</i>	Sarvent, Emily M.,	<i>Hartford.</i>
Fenn, M. Gertrude,	<i>Terryville.</i>	Seymour, Carrie L.,	<i>Hartford.</i>
Francis, Mary R.,	<i>West Hartford.</i>	Smith, Louise M.,	<i>Saugatuck.</i>
Gallup, Caroline A.,	<i>Baltic.</i>	Stocking, Ethel,	<i>Gildersleeve.</i>
Gladwin, Carrie C.,	<i>Hartford.</i>	Wadhams, Julia E.,	<i>Goshen.</i>
Griswold, Sarah L.,	<i>Rocky Hill.</i>	Waugh, Jennie M.,	<i>Morris.</i>
Hanna, Lizzie J.,	<i>New Britain.</i>	Woodward, Mary I.,	<i>Danielsonville.</i>
		Watson, Walter S.,	<i>Warehouse Pt.</i>

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KINDERGARTEN.

Annie E. Conklin,	<i>New Britain.</i>	Iva M. Stillson,	<i>South Norwalk.</i>
Harriett L. Learned,	<i>New Britain.</i>	Jennie B. Webb,	<i>Brooklyn.</i>

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SUMMARY OF GRADUATES.

1884	{	January,	14	}	30
		June,	16		
1885	{	January,	11	}	36
		June,	25		
1886	{	January,	19	}	43
		June,	24		
1887	{	January,	17	}	60
		June,	43		
1888	{	January,	11	}	50
		June,	39		

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CALENDAR.

1888.

4 Sept.		Fall and Winter Term begins.
10 Sept.	Tuesday	Model Schools open.
28 Nov.	Wednesday (noon)	Thanksgiving recess begins.
3 Dec.	Monday (noon)	Thanksgiving recess ends.
21 Dec.	Friday	Christmas recess begins.
26-29 Dec.		Entrance Examinations in all the counties of the State.

1889.

1 Jan.	Tuesday	Christmas recess ends.
25 Jan.	Friday	Fall and Winter Term ends.
28 Jan.	Monday	Spring and Summer Term begins.
28 Jan.	Monday	Entrance Examination at Normal School building.
5 April	Friday	Spring recess begins.
22 April	Monday	Spring recess ends.
28 June	Friday	Spring and Summer Term ends.
28 June	Friday	Graduating Exercises.
29 June	Saturday	Entrance Examination at Normal School building.
July		Entrance Examinations in all parts of the
August		State. See page 11.

Summer Vacation of ten weeks.

3 Sept.	Tuesday	Fall and Winter Term begins.
20 Dec.	Friday	Christmas recess begins.

A LIST

OF THE

BOARDS OF SCHOOL VISITORS, TOWN SCHOOL COMMITTEES, AND BOARDS OF EDUCATION.

The Chairman is indicated in each case by *C.*; the Secretary by *S.*; and Acting Visitor by *A. V.* The year when term expires is given after each name.

ANDOVER.*

R. E. Phelps, <i>A. V.</i> ,.....	Andover,....	1889
E. P. Skinner, <i>C.</i> ,.....	"	1889
E. D. White, <i>S.</i> ,.....	"	1889
A. H. Lyman,.....	"	1889
M. P. Yeomans,.....	"	1890
C. H. Baker,.....	"	1890
M. S. Topliff,.....	"	1890
S. N. Daggett,.....	"	1890
James H. Marsh,.....	"	1891
H. G. Phelps,.....	"	1891
C. B. Stearns,.....	"	1891
C. L. Backus,.....	"	1891

ASHFORD.

Albert N. Hammond, <i>C., A. V.</i> ,.....	Ashford,..	1889
George Platt,.....	Ashford,....	1889
John A. Brown,.....	Mount Hope,	1890
William H. Platt, <i>S., A. V.</i> ,.....	Warrenville,..	1890
Albert E. Potter,.....	Ashford,....	1891
Harvey W. Morey,.....	Westford,..	1891

AVON.

Harvey Woodford, <i>C.</i> ,.....	Avon,....	1889
Joseph S. Woodford,.....	"	1889
Matthew C. Woodford, <i>S., A. V.</i> ,.....	Avon,	1890
Jarvis Edgerton,.....	"	1890
Herbert W. Hale,.....	Unionville,..	1891
Winfield S. Derrin,.....	Avon,.....	1891

BARKHAMSTED.

E. J. Youngs,.....	Pleasant Valley,	1889
Monroe Hart,.....	Barkhamsted,.	1889
Daniel Youngs,.....	Pleasant Valley,	1890
George A. Weed, <i>S., A. V.</i> ,.....	North Canton,	1890
Frank L. Stephens, <i>A. V.</i> ,.....	Riverton,....	1891
Sheldon Merrill, <i>C.</i> ,.....	Barkhamsted,	1891
Rev. Clarence Lathbury, <i>A. V.</i> ,.....	Pleasant Valley.	

BEACON FALLS.

George T. Clark,.....	Beacon Falls,....	1891
Herbert C. Baldwin, <i>S., A. V.</i> ,.....	"	1891
Jerome B. Hubbel, <i>C.</i> ,.....	"	1891

BERLIN.

A. A. Barnes,.....	East Berlin,..	1889
E. C. Woodruff, <i>S., A. V.</i> ,.....	Berlin,.....	1889
S. F. Talmage, <i>C.</i> ,.....	"	1890
Rev. A. J. Benedict,.....	Kensington,..	1890
W. W. Mildrum,.....	East Berlin,..	1891
Edward N. Brandegee,.....	Berlin,.....	1891

BETHANY.

Samuel G. Davidson, <i>C.</i> ,.....	Bethany,.....	1889
To fill vacancy,.....		
Samuel R. Woodward, <i>S., A. V.</i> ,.....	"	1890
Rev. W. D. Humphrey, <i>A. V.</i> ,.....	"	1891

BETHEL.*

Henry A. Gilbert,	Bethel,.....	1889
D. R. VanRiper,.....	"	1889
H. H. Woodman,.....	"	1889
Rev. George P. Torrence, <i>A. V.</i> ,.....	"	1890
Philo Gilbert,.....	"	1890
L. D. Judd, <i>S.</i> ,.....	"	1890
Rev. H. L. Slack, <i>C., A. V.</i> ,.....	"	1891
F. G. Howell, <i>A. V.</i> ,.....	"	1891
Dr. A. E. May,.....	"	1891

BETHLEHEM.

Marvin S. Todd,.....	West Morris,	1889
William T. Kasson, <i>A. V.</i> ,.....	Bethlehem,...	1889
William R. Harrison, <i>A. V.</i> ,.....	"	1890
Nehemiah L. Bloss,	"	1890
George C. Stone, <i>S.</i> ,.....	"	1891
Samuel P. Hayes, <i>C.</i> ,.....	"	1891

BLOOMFIELD.

Samuel B. Newberry,.....	North Bloomfield,	1889
Alfred N. Filley, <i>C.</i> ,.....	Bloomfield,..	1889
John Wilcox,.....	"	1890
Dr. Henry Gray, <i>S., A. V.</i> ,.....	"	1890
Franklin B. Miller,.....	"	1890
Francis G. Barber,.....	"	1891
Alfred C. Case,.....	"	1891

* Town School Committee.

BOLTON.

Chauncey T. Hunt,.....	Bolton Notch,	1889
Isaac K. Thompson,.....	Quarryville,...	1889
William B. Williams,.....	Bolton,.....	1890
Charles E. Carpenter,.....	"	1890
Dr. Charles F. Sumner, S., A. V.,	"	1891
Orlando Sperry, C.,.....	"	1891

BOZRAH.

Rev. D. C. Easton, C., A. V.,	Fitchville,...	1891
Dr. Samuel Johnson, S., A. V.,	"	1891
Wareham Bently,.....	Norwich,...	1891

BRANFORD.*

Chas. Hoadley, S.,.....	Branford,....	1889
Henry Jourdan,.....	"	1889
E. J. Bird,.....	"	1889
H. W. Averill,.....	"	1889
Edmund Zacher, C.,.....	"	1890
L. J. Nichols,.....	"	1890
J. U. Baldwin,.....	"	1890
Daniel O'Brien,.....	"	1890
Dr. C. W. Gaylord, A. V.,...	"	1891
Rev. M. K. Bailey,.....	"	1891
Henry Morton,.....	"	1891
F. M. O'Brien,.....	"	1891

BRIDGEPORT.*

Peter Wren, A. V.,.....	Bridgeport,...	1889
Joel Farist, A. V.,.....	"	1889
Frederick Hurd, A. V.,.....	"	1889
Wilfred E. Norton, A. V.,...	"	1889
Emory F. Strong, A. V.,.....	"	1890
Frederick A. Rice, A. V.,...	"	1890
Thomas F. Martin, A. V.,...	"	1890
Julius S. Hanover, C., A. V.,	"	1891
Nathaniel Wheeler, A. V.,...	"	1891
David Ginand, A. V.,.....	"	1891
John H. Colgan, A. V.,.....	"	1891
H. M. Harrington, Supt.	"	

BRIDGEWATER.

Horace N. Sanford,.....	Bridgewater,...	1889
Eli Sturdevant, S., A. V.,...	"	1889
Elmer Frost,.....	"	1890
John F. Wells,.....	New Milford,	1890
H. Wooster Treat,.....	Bridgewater,...	1891
Reuben J. Keeler, C.,.....	"	1891

BRISTOL.

J. J. Jennings, S, A. V.,...	Bristol,.....	1889
Rev. M. B. Roddan,.....	"	1889
J. J. Wilson, M.D.,.....	"	1890
H. S. Bartholomew,.....	"	1890
C. W. Brown,.....	Forestville,...	1891
E. E. Newell, C.,.....	Bristol,.....	1891
James F. Williams, A. V.,...	"	

BROOKFIELD.

B. T. Jackson, A. V.,.....	Brookfield,...	1889
John Thornhill, A. V.,.....	Brookfield Center,	1889
Amelia Northrop, A. V.,...	"	1890
Rev. E. L. Whitcome, S, A. V.,	"	1890
Geo. C. Jones, C., A. V.,...	"	1891

BROOKLYN.

Dr. A. H. Tanner,.....	Brooklyn,....	1889
H. H. Green, C.,.....	Danielsonville,	1889
Frank Day, S.,.....	"	1890
Rev. A. J. Culp,.....	Brooklyn,....	1890
Rev. E. S. Beard, A. V.,.....	"	1891
Herman L. Luther,.....	"	1891

BURLINGTON.

Burdette A. Peck, A. V.,.....	Whigville,...	1889
Romeo Elton, S., A. V.,.....	Burlington,...	1889
James M. Webster,.....	"	1890
Frederick J. Broadbent, C.,...	"	1890
Bradford L. Pond,...	Unionville,...	1891
Rev. Maurice J. Crowley, A. V.,	Collinsville,...	1891

CANAAN.

Myron H. Dean, A. V.,.....	Falls Village,...	1889
Major A. Nickerson,.....	"	1889
Rev. C. H. Reynolds, S., A. V.,	"	1890
Nelson J. Dean, A. V.,.....	Huntsville,...	1890
Levi Ganser,.....	"	1891
Dr. D. M. Wilcox, C.,.....	Falls Village,...	1891

CANTERBURY.

Henry Kendall,.....	Brooklyn,....	1889
Andrew J. Clark,.....	"	1889
Elderkin Waldo,.....	Canterbury,...	1889
C. S. Burlingame, C.,.....	Brooklyn,....	1890
John H. Peck,.....	Hanover,.....	1890
A. R. Safford,.....	Canterbury,...	1890
Rev. S. B. Carter,.....	Westminster,...	1891
John Bradford,.....	Canterbury,...	1891
G. T. Sanger, S., A. V.,.....	"	1891

CANTON.

W. W. Bidwell, S., A. V.,...	Collinsville,...	1889
Berton O. Higby, C., A. V.,...	Canton,.....	1889
Frederick Alvord, A. V.,.....	Canton Centre,...	1890
Charles H. Blair,.....	Collinsville,...	1890
David C. Holbrook,.....	"	1891
James Case,.....	"	1891

CHAPLIN.

C. Edwin Griggs, C.,.....	Chaplin,.....	1889
Edgar S. Lincoln,.....	"	1889
Rev. Nathaniel Beach,.....	"	1890
Origen Bennett,.....	"	1890
Rev. Francis Williams, S., A. V.,	"	1891
Wm. N. Webster,.....	"	1891

CHATHAM.

F. D. Strong,.....	East Hampton,...	1889
H. D. Chapman,.....	"	1889
B. D. Hurd,.....	Cobalt,.....	1889
E. G. Cone,.....	East Hampton,...	1890
D. S. Strong,.....	Middle Haddam,...	1890
H. B. Brown,.....	East Hampton,...	1890
A. H. Conklin, C.,.....	"	1891
Dr. Levi Jewett, S., A. V.,...	Cobalt,.....	1891
W. W. B. Markham,.....	East Hampton,...	1891

CHESHIRE.

George R. Johnson, S.,.....	Cheshire,....	1889
Dr. Geo. C. F. Williams, C.,...	"	1889
Rev. S. J. Horton,.....	"	1890
C. R. Bannher,.....	West Cheshire,...	1890
James W. Barnes,.....	"	1891
F. A. Ives,.....	"	1891
T. A. Cook, A. V.,.....	Cheshire,....	

CHESTER.

Dr. A. Pratt, C.,.....	Chester,.....	1889
Dr. S. W. Turner, S., A. V.,...	"	1889
W. F. Willcox,.....	"	1889

CLINTON.*

Henry L. Wellman, C., A. V.,	Clinton,....	1889
Wm. Kirtland,.....	"	1890
David L. Wright,.....	"	1889
Selden S. Carter,.....	"	1889

* Town School Committee.

A. H. Stevens, S., A. V., .. Clinton,.....	1890
Henry J. Hurd,	1890
James A. Spencer,	1890
Philo Kelsey,	1890
Geo. E. Elliot, A. V.,	1891
D. H. Manwarring,	1891
S. S. Willcox,	1891
D. A. Fox,	1891

COLCHESTER.

Rev. John Cooney,	Colchester, .. 1889
S. P. Willard, S., A. V.,	" .. 1889
R. R. Carrington, C.,	" .. 1890
D. S. Bigelow, A. V.,	Westchester, .. 1890
J. J. Sullivan, Box 135,	Colchester, .. 1891
John R. Backus,	" .. 1891

COLEBROOK.

Samuel A. Cooper,	Colebrook, .. 1889
L. O. Bass,	" .. 1889
P. Bowman, S., A. V.,	N. Colebrook, .. 1889
Wolcott Deming, C.,	Robertsville, .. 1890
D. E. Baxter,	Colebrook River, .. 1890
H. D. Northrop,	Colebrook, .. 1890
Timothy Persons,	Colebrook River, .. 1891
Geo. S. Ives,	" .. 1891
Howard Smith,	Colebrook, .. 1891

COLUMBIA.

Wm. C. Robinson, C.,	Hebron, .. 1889
J. E. H. Gates, S., A. V.,	Columbia, .. 1889
Joseph Hutchins,	" .. 1890
Norman H. Clark,	" .. 1890
Wm. A. Collins,	" .. 1891
Wm. H. Yeomans,	" .. 1891

CORNWALL.

C. M. Hall,	West Cornwall, .. 1889
P. M. Kellogg, S., A. V.,	Cornwall, .. 1889
George L. Miner, C., A. V.,	" .. 1890
S. B. Johnson, A. V.,	" .. 1890
Hubert Pratt,	West Cornwall, .. 1891
Frank Wood,	" .. 1891

COVENTRY.

John Brown, A. V.,	Marrow, .. 1889
Chas. R. Hall, A. V.,	Coventry, .. 1889
Alexander S. Hawkins, A. V.,	Willimantic, .. 1890
Andrew Kingsbury, S., A. V.,	Coventry, .. 1890
H. Perkins Topliff, A. V.,	So. Coventry, .. 1891
Frank E. Hull, C., A. V.,	" .. 1891

CROMWELL.

F. W. Bliss, S.,	Cromwell, .. 1889
L. H. Williams,	" .. 1889
Timothy Simpson,	" .. 1890
Rev. H. G. Marshall, C., A. V.,	" .. 1890
Rev. John F. Murphy,	" .. 1891
Chas. B. Frisbie,	" .. 1891

DANBURY.

Howard B. Scott, A. V.,	Danbury, .. 1889
Peter H. Lynch, A. V.,	" .. 1889
Rev. A. C. Hubbard, S., A. V.,	" .. 1890
William Lane, C., A. V.,	" .. 1890
J. Allen Maxwell, A. V.,	" .. 1891
George E. Lemmer, A. V.,	" .. 1891

DARIEN.

N. Dauchey,	Darien, .. 1889
Chas. Raymond,	" .. 1889
Wm. E. Street,	" .. 1889
Rev. Louis French, S., A. V.,	Noroton, .. 1890

A. H. Scofield,	Darien, .. 1890
J. W. Emmons,	Glenbrook, .. 1890
S. B. Belden,	Springdale, .. 1891
Orlando Whitney,	Darien, .. 1891
Rev. S. J. Austin, C., A. V.,	" .. 1891

DERBY.

E. B. Gager, S.,	Birmingham, .. 1889
A. S. Terry,	Ansonia, .. 1889
F. W. Holden,	" .. 1889
C. N. Rogers, C.,	Birmingham, .. 1890
Dr. Geo. L. Beardsley, A. V.,	" .. 1890
T. J. O'Sullivan,	" .. 1890
M. G. Bullock, A. V.,	Ansonia, .. 1891
Chas. E. Woodcock,	" .. 1891
Wm. S. Randall,	Birmingham, .. 1891

DURHAM.

A. P. Roberts, C.,	Durham, .. 1889
Wm. T. Coe,	Durham Centre, .. 1889
G. W. Newton, S.,	" .. 1890
S. A. Seward,	" .. 1890
H. I. Nettleton,	" .. 1891
H. H. Newton,	Durham, .. 1891
Rev. J. A. Churchill, A. V.,	Durham Center.

EASTFORD.

S. O. Bowen,	Eastford, .. 1889
Rev. C. M. Jones, S., A. V.,	" .. 1889
E. W. Warren,	" .. 1890
S. A. Wheaton,	Phoenixville, .. 1890
C. E. Barrows, C.,	Eastford, .. 1891
A. L. Johnson,	" .. 1891

EAST GRANBY.

S. A. Clark, C.,	East Granby, .. 1889
B. E. Smith, S., A. V.,	" .. 1889
B. N. Alderman,	" .. 1890
Geo. E. Bidwell,	" .. 1890
J. R. Holcomb,	" .. 1891
J. A. Allison,	Tariffville, .. 1891

EAST HADDAM.

C. B. Warner, A. V.,	E. Haddam, .. 1889
N. W. Rathburn, S., A. V.,	Millington, .. 1889
E. E. Bogue, A. V.,	" .. 1890
Rev. F. W. Kneeland, A. V.,	Moodus, .. 1890
Rev. A. T. Parsons, C., A. V.,	E. Haddam, .. 1891
S. R. Holmes, A. V.,	" .. 1891

EAST HARTFORD.

Patrick Garvan, C.,	East Hartford, .. 1889
Joseph O. Goodwin, S., A. V.,	" .. 1889
William H. Olmsted,	" .. 1889
Chas. W. Porter,	Naubuc, .. 1890
Norman S. Brewer,	Hockanum, .. 1890
Rev. Geo. A. Bowman, A. V.,	E. Hartford, .. 1891
Rev. James J. Gleason,	" .. 1891
Joel H. Fowler,	Hockanum, .. 1891

EAST HAVEN.

Grove J. Tuttle, C., A. V.,	East Haven, .. 1889
Daniel J. Clark,	" .. 1889
Ebenezer Gilbert,	" .. 1890
Andrew J. Grannis,	" .. 1890
Jonathan Dudley,	" .. 1891
Dwight W. Tuttle, S., A. V.,	" .. 1891

EAST LYME.

Daniel Calkins, C.,	East Lyme, ..	1889
Irving E. Watrous,	" ..	1889
Calvin S. Davis,	Niantic,	1890
D. Lynsted Gates,	" ..	1890
Asa E. S. Bush,	" ..	1891
Enoch L. Beckwith, S., A. V.,	East Lyme, ..	1891

EASTON.

Mrs. G. B. Tucker, A. V.,	Redding Ridge, ..	1889
Chas. F. Silliman, C., A. V.,	Easton,	1889
Henry Osborn, A. V., ..	" ..	1890
Chas. S. Everitt, S., A. V.,	" ..	1890
Miss Emily A. Lewis, A. V.,	" ..	1891
Geo. J. Banks, A. V.,	" ..	1891

EAST WINDSOR.

John B. Noble, A. V.,	East Windsor Hill, ..	1889
Mahlon H. Bancroft, ..	Warehouse Point, ..	1889
Josiah O. Ellsworth, ..	Broad Brook,	1889
Orson S. Wood, S., A. V.,	Windsorville,	1890
S. Terry Wells,	East Windsor, ..	1890
Chas. E. Woodward, ..	Warehouse Point, ..	1890
Jabez S. Allen, C.,	Broad Brook, ..	1891
Howard O. Allen,	" ..	1891
T. J. Weed,	Warehouse Point, ..	1891

ELLINGTON.

Chas. B. Sikes,	Ellington,	1889
James A. Stacy, S., A. V.,	Square Pond,	1889
Homer S. Allen,	Ellington,	1889
Sylvester Morris,	" ..	1890
Carlos R. Sadd, C., A. V.,	" ..	1890
Darius Crane,	" ..	1890
Miles H. Aborn,	" ..	1891
Horace W. Kibbe,	" ..	1891
J. T. McKnight,	" ..	1891

ENFIELD.

Rev. W. A. Luce, A. V.,	Hazardville, ..	1889
Jos. N. Allen,	Enfield,	1889
Rev. J. F. George,	Thompsonville, ..	1889
J. Warren Johnson, C.,	Enfield,	1890
Samuel A. Booth, A. V.,	" ..	1890
James B. Houston, S., A. V.,	Thomps'v'le, ..	1890
Dr. E. F. Parsons,	" ..	1891
Dr. George T. Finch, A. V.,	" ..	1891
Geo. M. Allen,	Enfield,	1891

ESSEX.*

Dr. C. H. Hubbard, S., A. V.,	Essex,	1889
J. E. Northrop, C., A. V.,	Ivoryton,	1889
C. M. Parmelee,	" ..	1889
Lorenzo Beckwith,	Centerbrook, ..	1889
James Phelps,	Essex,	1890
E. W. Wetmore,	" ..	1890
H. J. Wallace,	" ..	1890
A. P. Tucker,	" ..	1890
F. H. Mather,	" ..	1891
F. A. Shailer,	" ..	1891
H. H. Williams,	Centerbrook, ..	1891
Rev. L. S. Griggs,	" ..	1891

FAIRFIELD.*

Michael B. Lacey, A. V.,	Plattsville, ..	1889
Benjamin B. Brothwell, A. V.,	Bridgeport, ..	1889
Dr. W. H. Donaldson, ..	Fairfield,	1890
Edmond Hobart, A. V.,	" ..	1890
Dr. M. V. B. Dunham, C.,	" ..	1891
A. V.,	Greenfield Hill, ..	1891
Rev. Chas. G. Adams, S. A. V.,	Southport, ..	1891

FARMINGTON.

Samuel Frisbie,	Unionville, ..	1889
Rev. George W. Allen,	" ..	1889
Edward Norton,	Farmington, ..	1889
Julius Gay, S.,	" ..	1889
Erastus Gay, C.,	" ..	1889
Rev. William H. Redding, ..	Unionville, ..	1890
Rev. Danforth N. Barney, ..	Farmington, ..	1890
Rev. D. D. Marsh, A. V.,	Unionville, ..	1891
Rev. Geo. L. Clark, A. V.,	Farmington, ..	1891

FRANKLIN.

G. E. Starkweather, A. V.,	Franklin,	1889
G. H. Griffing, A. V.,	" ..	1889
C. H. Lathrop, A. V.,	N. Franklin, ..	1890
Amos G. Crandall, A. V.,	" ..	1890
Henry Bellows, C., A. V.,	Baltic,	1891
George L. Ladd, S., A. V.,	N. Franklin, ..	1891

GLASTONBURY.

Rev. Marcus Burr, A. V.,	S. Glastonbury, ..	1889
Wm. H. Griswold, A. V.,	Glastonbury, ..	1889
Rev. A. Gardner, C., A. V.,	Buckingham, ..	1890
Leon Backer,	S. Glastonbury, ..	1891
H. E. Loomis, S., A. V.,	Glastonbury, ..	1891

GOSHEN.

Frederick E. Hurlbut,	Goshen,	1889
W. W. Norton, C.,	" ..	1889
J. D. Barton, S., A. V.,	W. Goshen, ..	1890
S. A. Bartholomew,	" ..	1890
John H. Wadhams,	Goshen,	1891
Henry Norton,	" ..	1891

GRANBY.

Rev. C. C. Campbell, A. V.,	Granby,	1889
L. C. Spring, C., A. V.,	" ..	1889
F. J. Jewett, S., A. V.,	" ..	1889
H. A. Dibble,	N. Granby, ..	1890
H. I. Dewey,	" ..	1890
H. G. Viets,	" ..	1890
Dr. W. A. Stratton,	" ..	1891
Condit Hayes,	W. Granby, ..	1891
Arthur Rice,	Granby,	1891

GREENWICH.

William S. Craft, ..	Port Chester, N. Y.,	1889
Silas E. Mead,	Round Hill, ..	1889
Amasa A. Marks, C.,	Sound Beach, ..	1890
Myron L. Mason, S., A. V.,	Greenwich, ..	1890
George P. Fisher,	Bayport,	1891
James L. Marshall, A. V.,	" ..	1891

GRISWOLD.

E. C. Kegwin,	Jewett City, ..	1889
J. D. Eccleston,	Glasgo,	1889
E. A. Geer,	Griswold,	1889
James H. Finn,	Jewett City, ..	1890
Samuel Barber,	" ..	1890
Rev. F. P. O'Keefe, C.,	" ..	1890
Alex Lewis, S., A. V.,	Glasgo,	1891
Rev. C. H. Peck,	Griswold,	1891
Daniel Phillips,	" ..	1891

GROTON.

Rev. Nicholas T. Allen, A. V.,	Groton,	1889
David A. Daboll, Jr., A. V.,	Groton Center, ..	1889
Horace Clift, C., A. V.,	Mystic Bridge, ..	1890
Nelson Morgan, A. V.,	Noank,	1890
Samuel S. Lamb, S., A. V.,	Mystic,	1891
Joseph Hull, A. V.,	" ..	1891

GUILFORD.

Henry Spencer,.....	Guilford,.....	1889
Daniel R. Spencer,.....	"	1889
Henry Rossiter,.....	N. Guilford,.....	1889
Rev. W. G. Andrews, D.D., C.,.....	Guilford,.....	1890
L. A. Kimberly,.....	"	1890
Jerome Coan,.....	N. Guilford,.....	1890
Rev. L. T. Bennett, D.D.,.....	Guilford,.....	1891
Dr. Geo. H. Beebe, A. V.,.....	"	1891
Rev. George W. Banks, S.,.....	"	1891
A. V.,.....	"	1891
J. R. Rossiter, A. V.,.....	N. Guilford	

HADDAM.

Gilbert M. Clark,.....	Haddam Neck,.....	1889
Charles O. Gillett,.....	"	1889
R. S. Cruttenden,.....	Higganum, ..	1889
E. P. Arnold,.....	"	1890
R. E. Thayer,.....	"	1890
Dr. S. W. Noyes,.....	"	1890
Orrin Shailer,.....	Haddam,.....	1891
A. W. Tyler, S., A. V.,.....	Tylerville,.....	1891
H. H. Brainard,.....	Higganum,.....	1891

HAMDEN.

George H. Allen,.....	Mt. Carmel, ..	1889
John Kinney,.....	"	1889
Elias Dickerman, S., A. V.,.....	New Haven,.....	1889
Ellsworth A. Bradley,.....	Hamden,.....	1890
John T. Henry, C.,.....	"	1890
John Miles,.....	"	1890
Ellsworth B. Cooper,.....	"	1891
John M. Henders,.....	New Haven,.....	1891
Charles Vesel,.....	"	1891

HAMPTON.

David Greenslit, C.,.....	Hampton,.....	1889
Edgar H. Newton,.....	"	1889
George H. Kimball,.....	"	1889
Myron Palmer, A. V.,.....	Rawson,.....	1890
Henry Clapp,.....	"	1890
Joseph W. Congdon,.....	Hampton,.....	1890
Addison J. Greenslit,.....	"	1891
Everett Elliott,.....	Elliott,.....	1891
Allen Jewett, S., A. V.,.....	Clark's Corner,.....	1891

HARTFORD.

John Henry Brocklesby,.....	274 Main St.,.....	1889
John E. Scanlan,.....	25 Asylum St.,.....	1889
Dr. Melancthon Storrs, C.,.....	91 Ann St.,.....	1889
Sidney E. Clarke,.....	297 Main St.,.....	1890
Rev. Francis Goodwin,.....	291 Main St.,.....	1890
Wm. Waldo Hyde, A. V.,.....	274 Main St.,.....	1890
Charles E. Gross, S.,.....	274 Main St.,.....	1891
Rev. Storrs O. Seymour,.....	120 Sigourney St.,.....	1891
Dr. George R. Shepherd,.....	667 Asylum St.,.....	1891

HARTLAND.

O. P. Cowdry,.....	E. Hartland,.....	1889
E. A. Gaylord,.....	W. Hartland,.....	1889
G. B. Cornish, S.,.....	"	1890
A. B. Gains, C., A. V.,.....	E. Hartland,.....	1890
A. D. Brown,.....	W. Hartland,.....	1891
Uriah Nickerson,.....	"	1891

HARWINTON.

Albert W. Buell, C.,.....	Harwinton, ..	1889
Henry D. Reynolds,.....	"	1889
Martin L. Goodwin,.....	"	1890
Ames C. Scoville,.....	"	1890
Albert G. Wilson,.....	"	1891
Emerson M. Hayes, S., A. V.,.....	"	1891

HEBRON.

B. S. Ellis,.....	Gilead,.....	1889
F. C. Bissell, C.,.....	Hebron,.....	1889
C. L. Phelps,.....	"	1889
L. A. Waldo, S., A. V.,.....	"	1890
D. N. Jones,.....	Turnerville, ..	1890
Hart Buell,.....	Gilead,.....	1890
F. R. Post,.....	"	1891
Rev. J. W. Ellsworth, A. V.,.....	Hebron,.....	1891
D. W. White,.....	"	1891

HUNTINGTON.

Lewis B. Gray,.....	Huntington, ..	1889
Edward S. Hawley, S.,.....	"	1889
D. S. Brinsmade, C.,.....	Birmingham, ..	1890
Lewis Booth,.....	"	1890
Fred Durand,.....	"	1891
Horace Wheeler, A. V.,.....	"	1891

KENT.

Irwin J. Beardsley, C., A. V.,.....	New Preston, ..	1889
Gilbert A. Vincent,.....	Kent,.....	1889
Reuben M. Gibbs, A. V.,.....	North Kent, ..	1890
John Wyman, A. V.,.....	Kent Furnace, ..	1890
John Chase,.....	South Kent, ..	1891
Chas. L. Spooner, S., A. V.,.....	Kent,.....	1891

KILLINGLY.

George Lloyd,.....	Danielsonville, ..	1889
Chauncey H. Wright,.....	S. Killingly, ..	1889
Henry C. Atwood,.....	Killingly, ..	1889
Marshall P. Dowe,.....	Danielsonville, ..	1890
Rev. Geo. R. Warner, C., A. V.,.....	"	1890
Herbert C. Columbus,.....	E. Killingly, ..	1890
Dr. Asahel E. Darling,.....	Killingly, ..	1891
Dr. Henry L. Hammond,.....	"	1891
Anthony Ames, S., A. V.,.....	Danielsonville, ..	1891

KILLINGWORTH.

W. E. Griswold, C.,.....	Madison,.....	1890
L. L. Nettleton, S., A. V.,.....	"	1890
H. L. Nettleton,.....	Killingworth, ..	1890

LEBANON.

Isaac Gillett, S., A. V.,.....	Lebanon,.....	1890
Dr. W. P. Barber, C., A. V.,.....	"	1891
Albert G. Kneeland, A. V.,.....	"	1891

LEDYARD.

Isaac A. Chapman,.....	Ledyard,.....	1889
George Fanning, S., A. V.,.....	"	1889
George Gray, C.,.....	"	1889

LISBON.

Rev. Q. M. Bosworth, C.,.....	"	
A. V.,.....	Jewett City, ..	1889
Thomas M. Francis,.....	"	1889
C. J. Bromley,.....	"	1890
A. A. Hills, S., A. V.,.....	Greeneville, ..	1890
Henry Lyon,.....	Jewett City, ..	1891
Rev. S. G. Hastings,.....	"	1891

LITCHFIELD.*

Joseph H. Hopkins, A. V.,.....	Northfield, ..	1889
Charles I. Page, A. V.,.....	Milton,.....	1889
T. Leander Jennings, A. V.,.....	Bantam, ..	1890
George W. Mason, A. V.,.....	Litchfield, ..	1890
Wm. Deming, C., A. V.,.....	Litchfield, ..	1891
D. C. Kilbourn, S., A. V.,.....	"	1891

* Town School Committee.

LYME.

Rev. B. B. Hopkinson,.....	Lyme,.....	1889
Nelson H. Bill,.....	Bill Hill,....	1889
H. B. Sisson, S., A. V.,.....	Hamburgh,....	1890
William C. Spencer,.....	Hadlyme,.....	1890
Rev. E. F. Burr, D.D.,.....	Lyme,.....	1891
Dr. J. G. Ely, C.,.....	Hamburgh,...	1891

MADISON.

Frank C. Dowd,.....	Madison,.....	1889
Nathan Howell,.....	East River,...	1889
Rev. J. A. Gallup, S.,.....	Madison,....	1890
Charles H. Parker,.....	N. Madison,...	1890
J. Myron Hull, C.,.....	Madison,....	1891
Samuel S. Chittenden,.....	East River,...	1891
Rev. W. E. B. Moore, A. V.,.....	N. Madison.	
J. L. Parker, A. V.,.....	Madison.	

MANCHESTER.

John S. Cheney,.....	S. Manchester, 1889
Dr. Calvin W. Jacques,.....	Buckland,.... 1889
Rev. Silas W. Robbins, C.,	
A. V.,.....	Manchester Green, 1890
Rev. Jas. F. Campbell, A. V.,	Manchester, .. 1890
Joseph B. Latham,.....	" .. 1891
Dr. Oliver B. Taylor, S., A. V.,	
	Manchester Green, 1891

MANSFIELD.

Dr. E. G. Sumner, C.,.....	Mansfield Center, 1889
Rev. K. B. Glidden, S., A. V.,	" .. 1889
S. D. Yeomans,.....	" .. 1889
I. P. Fenton,.....	" .. 1890
John S. Hanks,.....	Gurleyville, .. 1890
Andrew M. Grant,.....	Mount Hope, 1891
Henry Huntington, A. V.,	Mansfield Depot, 1891
Prof. B. F. Koons,.....	Storrs,..... 1891

MARLBOROUGH.

Flavel Jones,.....	Marlborough, 1889
H. M. Vail, C.,.....	" .. 1889
William W. Bolles,.....	" .. 1889
J. J. Bell, A. V.,.....	" .. 1890
Mrs. Flora Bolles, A. V.,.....	" .. 1890
John Lord, S., A. V.,.....	" .. 1891

MERIDEN.

Dr. C. H. S. Davis,.....	Meriden,.....	1889
Dr. A. W. Tracy,.....	" ..	1889
Rev. J. H. Chapin, Ph.D., C.,	" ..	1889
Rev. J. T. Pettee, S., A. V.,	" ..	1890
Dr. O. J. D. Hughes,.....	" ..	1890
Henry W. Hirschfield,.....	" ..	1890
Frank E. Sands,.....	" ..	1891
George Lohman,.....	" ..	1891
Dr. G. H. Wilson,.....	" ..	1891

MIDDLEBURY.

H. S. Atwood,.....	Middlebury, ..	1889
G. B. Bristol,.....	" ..	1889
L. Abbott,.....	" ..	1890
G. Watson Elliott,.....	" ..	1890
A. S. Clark, C., S., A. V.,..	" ..	1891
D. M. Fenn,.....	" ..	1891

MIDDLEFIELD.

John O. Couch,.....	Middlefield, ..	1889
Milton H. Miller,.....	Middletown, ..	1889
J. C. Safford,.....	Rockfall,....	1890
P. M. Augur,.....	Middlefield, ..	1890
Moses W. Terrill, C.,.....	" ..	1891
Waldo B. Miller,.....	" ..	1891
Rev. A. C. Denison, A. V.,..	" ..	

*Town School Committee.

MIDDLETOWN.

Horace H. Johnson, A. V.,		
	Meriden (Westfield box),	1889
Marius W. Wilcox, A. V.,...	East Berlin, ..	1889
Patrick Meegan, A. V.,.....	Middletown, ..	1890
Charles W. Church, S., A. V.,	" ..	1890
Eben P. Hubbard, C., A. V.,	" ..	1891
Murray Closson, A. V.,.....	" ..	1891

MIDDLETOWN (City District).†

W. U. Pearne, S.,.....	Middletown, ..	1889
Charles W. Church,	" ..	1889
Sherman M. Bacon,.....	" ..	1889
Stephen B. Davis,.....	" ..	1890
E. Bound Chaffee,.....	" ..	1890
Edward Douglas,.....	" ..	1890
William North Rice, C.,.....	" ..	1891
Charles A. Piddock, A. V.,..	" ..	1891
Thomas Thompson, ..	" ..	1891

MILFORD.*

Isaac T. Rogers, A. V.,.....	Milford,.....	1889
Henry N. Platt,.....	" ..	1889
N. Dwight Platt,.....	" ..	1889
Robert W. Clark,.....	" ..	1889
George F. Platt,.....	" ..	1890
James T. Higby, C.,.....	" ..	1890
William G. Mitchell,	" ..	1890
George M. Gunn,.....	" ..	1890
C. A. Tomlinson, S.,.....	" ..	1891
William B. Brotherton,.....	" ..	1891
Abram C. Platt,.....	" ..	1891
John S. Caroli,.....	" ..	1891
Nathan E. Smith, A. V.,....	" ..	

MONROE.

Dr. J. G. Stevens, A. V.,...	Monroe Center, 1890
E. G. Beardsley, S.,.....	Stepney Depot, 1890
D. Osborne, C.,.....	Stepney,.... 1890

MONTVILLE.

M. V. B. Brainard, C, A V.,	Montville, ...	1889
William M. Burchard,.....	Uncasville, ...	1889
J. R. Gay 2d, S., A. V.,.....	Massapeag, ...	1889
Wm. A. Cogshall,.....	Uncasville, ...	1890
D. Chester Comstock,.....	Montville, ...	1890
Moses Chapman,.....	Oakdale,	1890
Silas H. Browning, A. V.,...	Montville, ..	1891
Charles Chappell,.....	" ..	1891
Joseph S. Latimer,.....	" ..	1891

MORRIS.

Clark S. Loveland, C., A. V.,	Morris,.....	1889
Robert E. Hall, S., A. V.,..	W. Morris, ..	1889
Dwight Griswold,.....	" ..	1890
Robert W. Skilton,.....	Morris,.....	1890
Homer Stoddard,.....	Bantam,.....	1891
George H. Turkington,.....	E. Morris, ...	1891

NAUGATUCK.

Rev. James Fagan, A. V.,...	Naugatuck, ..	1889
Patrick Brennan, A. V.,...	Union City, ..	1889
Dr. F. B. Tuttle, C., A. V.,	Naugatuck, ..	1890
Rev. W. F. Blackman, S., A. V.,	" ..	1890
Rev. E. C. Gardner,.....	" ..	1891
John Green, A. V.,.....	" ..	1891

NEW BRITAIN.*

R. G. Hibbard,.....	New Britain, 1889
Thomas Begley,.....	" .. 1889
Dennis Riordan,.....	" .. 1889
V. B. Chamberlain,.....	" .. 1889
E. H. Davison, C.,.....	" .. 1890

† Board of Education.

Lawrence Crean,	New Britain,	1890
Charles S. Andrews,	"	1890
Oliver Stanley,	"	1890
Thomas S. Bishop,	"	1891
Leopold Klett,	"	1891
John Walsh, S., A. V.,	"	1891
Thomas Schmitt,	"	1891
John N. Bartlett, A. V.,	"	

NEW CANAAN.

S. B. Hoyt,	Silver Mine,	1889
William Wardwell,	New Canaan,	1889
Edwin Hoyt,	"	1890
Charles E. Hall, A. V.,	"	1890
B. D. Purdy, C.,	"	1891
Rev. F. E. Hopkins, S.,	"	1891

NEW FAIRFIELD.

John J. Treadwell, S., A. V.,	New Fairfield,	1889
Edward Pierce,	Balls Pond,	1890
Edward Treadwell,	Lanesville,	1890
Charles D. H. Kellogg,	Brookfield,	1890
Hendrick H. Wildman, C.,	New Fairfield,	1891
Henry O. Leach,	Balls Pond,	1891

NEW HARTFORD.

H. T. Smith,	New Hartford,	1889
Rev. T. D. Martin,	Pine Meadow,	1889
John Richards,	New Hartford,	1890
Rev. J. P. Hawley, C., A. V.,	"	1890
Rev. Luke Fitz Simons,	"	1891
N. B. Merrill, S., A. V.,	Nepaug,	1891

NEW HAVEN (City District).†

H. M. Welch, C.,	1452 Chapel St.,	1889
Maier Zunder,	352 Orange St.,	1889
Henry F. Peck,	1305 Chapel St.	1889
Jos. D. Plunkett,	11 University Pl.,	1890
Charles E. Graves,	101 Grove St.,	1890
Dr. W. H. Carmalt,	87 Elm St.,	1890
H. H. Strong,	N. Quinpiac St.,	1891
Thomas O'Brien,	27 Ward St.,	1891
Walter Leigh,	312 Orange St.,	1891
Horace Day, S.,	New Haven,	
S. T. Dutton, Supt.,	"	

NEW HAVEN (Westville District).†

John N. Austin,	Westville,	1889
E. L. Hitchcock,	"	1889
Hobart L. Hotchkiss, S., A. V.,	"	1889
L. W. Beecher, C.,	"	1890
Burton Dickerman,	"	1890
A. N. Allen,	"	1890
George E. Bradley,	"	1891
J. D. Payne,	"	1891
M. E. Terrell,	"	1891

NEW HAVEN (South District).

L. C. Thompson, C.,	New Haven,	1889
J. H. Morris, S.,	"	1889
Mrs. L. C. Thompson, A. V.,	"	
Mrs. J. H. Morris, A. V.,	"	

NEWINGTON.

Charles K. Atwood, S.,	Newington,	1889
Roger Welles,	"	1889
John S. Kirkham,	"	1890
John G. Stoddard, C.,	Newington Junction,	1890
Jacob Dix,	"	1891
Pratt Francis,	Newington,	1891
Rev. John O. Barrows, A. V.,	"	

† Board of Education.

NEW LONDON.*

Thomas S. Collier, A. V.,	New London,	1889
Benjamin Stark,	"	1889
Thomas W. Potter,	"	1889
Samuel T. Adams, S.,	"	1890
Herbert L. Crandall,	"	1890
George C. Williams,	"	1890
Francis N. Brame, C.,	"	1891
William H. Tubbs,	"	1891
Rev. J. G. Johnson, D.D.,	"	1891

NEW MILFORD.

Edward F. Morehouse, C.,	New Milford,	1889
Charles N. Hall,	"	1889
Scott Buckingham, A. V.,	Northville,	1890
Ethiel S. Green,	New Milford,	1890
Amos H. Bowers, A. V.,	Gaylordsville,	1890
George W. Richmond,	New Milford,	1890
C. A. Todd, S., A. V.,	"	1891
Henry M. Baldwin,	"	1891
Rev. John A. Crockett,	"	1891

NEWTOWN.

E. Levan Johnson, A. V.,	Newtown,	1889
John J. Northrop, S., A. V.,	"	1889
Rev. A. P. Chapman, A. V.,	Sandy Hook,	1890
Michael F. Bradley, A. V.,	"	1890
William J. Brew, A. V.,	"	1891
Daniel G. Beers, C., A. V.,	Newtown,	1891

NORFOLK.

Horace B. Knapp, A. V.,	Norfolk,	1889
George R. Bigelow, A. V.,	"	1889
Frederick E. Porter, C.,	"	1889
Joseph N. Cowles,	"	1890
John DePeu,	"	1890
Edmund Brown,	"	1890
Silas A. Palmer,	"	1891
John D. Bassett, S.,	"	1891
Robert M. Stack,	"	1891

NORTH BRANFORD.

Rev. F. Countryman, S., A. V.,	N. Branford,	1889
N. M. Robinson,	"	1889
William Maltby, C.,	Northford,	1890
R. M. Rose,	N. Branford,	1890
Rev. J. L. Nott, A. V.,	Northford,	1891
Henry N. Pardee,	"	1891

NORTH CANAAN.

C. H. Briggs,	Canaan Valley,	1889
Charles Gillette,	Canaan,	1889
E. S. Roberts,	East Canaan,	1890
Rev. E. F. Barnett,	Canaan,	1890
M. B. Tobey, C., A. V.,	Canaan Valley,	1891
A. T. Roraback, S., A. V.,	Canaan,	1891

NORTH HAVEN.

S. F. Linsley,	N. Haven,	1889
H. F. Potter,	Montowese,	1889
A. F. Austin,	New Haven,	1889
S. B. Thorpe,	No. Haven,	1890
R. B. Goodyear, C.,	"	1890
C. M. Tuttle,	Wallingford,	1890
Rev. W. Lusk, Jr., S., A. V.,	No. Haven,	1891
Whitney Elliott,	"	1891
Jesse Jacobs,	Wallingford,	1891

NORTH STONINGTON.

James F. Brown, S., A. V.,	Mystic,	1891
Dr. E. H. Knowles, C., A. V.,	N. Stonington,	1891
Geo. A. Pendleton, A. V.,	"	1891

* Town School Committee.

NORWALK.

John A. Slater, <i>A. V.</i> ,.....	S. Norwalk, ..	1889
Dr. Chas. G. Bohannan,.....	"	1889
Daniel P. Morrell,.....	E. Norwalk, ..	1889
Edwin Adams, <i>C.</i> ,.....	S. Norwalk, ..	1890
Frederick R. Mead, ..	Norwalk, ..	1890
Alfred E. Austin, <i>A. V.</i> , ..	"	1890
Charles Olmstead, ..	"	1891
Jonah J. Millard, <i>S., A. V.</i> , So.	Norwalk, ..	1891
George W. Carroll,.....	"	1891

NORWICH.

John W. Crary, <i>S., A. V.</i> ,.....	Norwich, ..	1889
Jabez S. Lathrop,.....	Norwich Town, ..	1889
Patrick McLaughlin,.....	Norwich, ..	1889
Robert P. Stanton, <i>C.</i> ,.....	"	1890
Palmer Bill, ..	"	1890
Joseph T. Fanning, ..	"	1890
Rev. William B. Clarke, ..	Norwich Town, ..	1891
Nathan L. Bishop,.....	Norwich, ..	1891
Burrill W. Hyde,.....	"	1891

NORWICH (Town Street).†

Lewis A. Hyde,.....	Norwich, ..	1889
P. O. Mahoney,.....	Norwich Town, ..	1889
William R. Potter, ..	"	1889
Edward Harland,.....	Norwich, ..	1890
A. W. Dickey,.....	"	1890
Henry T. Potter,.....	Norwich Town, ..	1890
Rev. Wm. B. Clarke, <i>C., A. V.</i> , ..	"	1891
William B. Lathrop, ..	"	1891
J. S. Lathrop, <i>S.</i> , ..	"	1891

NORWICH (Central District).†

Dr. Patrick Cassidy, ..	Norwich, ..	1889
Charles H. Dillaby, ..	"	1889
Charles F. Setchell, ..	"	1889
Rev. William S. Palmer, <i>C.</i> , ..	"	1890
Costello Lippitt, <i>S.</i> , ..	"	1890
Burrill W. Hyde, ..	"	1890
Luther R. Case, ..	"	1891
Alpheus S. Gilbert, ..	"	1891
Donald G. Perkins, ..	"	1891
N. L. Bishop, <i>Supt.</i> , ..	"	1891

NORWICH (West Chelsea).†

R. Bushnell, W. Thames St., cor. Everett,	1889
Jerome F. Williams,.....91 W. Main St.,	1889
Nathan Small, <i>A. V.</i> ,.....72 Asylum St.,	1889
Robert Brown, <i>C.</i> ,.....43 Thames St.,	1890
Daniel D. Lyman,.....291 W. Main St.,	1890
Albertus Peckham,.....76 W. Thames St.,	1890
John H. Cranston, <i>S., A. V.</i> , ..	1891
189 W. Thames St.,	1891
Hezekiah Perkins,.....45 Ann St.,	1891
Reuben S. Bartlett,.....287 W. Main St.,	1891

OLD LYME.

Rev. B. W. Bacon, ..	Lyme, ..	1889
B. F. Swaney, <i>S.</i> , ..	"	1889
J. Swaney, <i>A. V.</i> , ..	"	1890
W. L. Anderson, <i>C.</i> , ..	"	1890
J. M. Huntley, ..	"	1891
W. F. Clark, ..	"	1891

OLD SAYBROOK.*

Edwin Ayer, <i>C.</i> ,.....	Saybrook, ..	1889
Wm. J. Clark, <i>S., A. V.</i> , ..	"	1889
John S. Dickinson, ..	"	1890
Robert Chapman, ..	"	1890
George W. Denison, <i>A. V.</i> , ..	"	1891
Robert B. Chalker, ..	"	1891

* Board of Education.

ORANGE.

Rev. S. J. Bryant, <i>A. V.</i> , ..	W. Haven, ..	1889
William N. Andrew, ..	Orange, ..	1889
Rev. Norman J. Squires, <i>C.</i> , ..	W. Haven, ..	1890
Dr. J. F. Barnett, <i>S., A. V.</i> , ..	"	1890
I. P. Treat, <i>A. V.</i> , ..	Orange, ..	1891
Wm. A. Peck, Jr., <i>A. V.</i> , ..	W. Haven, ..	1891

OXFORD.

Elijah B. Treat, <i>A. V.</i> , ..	Oxford, ..	1889
Edgar B. Harger, <i>A. V.</i> , ..	"	1889
Orlando C. Osborn, <i>A. V.</i> , ..	"	1890
Dr. L. Barnes, <i>S., A. V.</i> , ..	"	1890
Clark E. Lum, <i>C., A. V.</i> , ..	Seymour, ..	1891
Nathan C. Riggs, <i>A. V.</i> , ..	Oxford, ..	1891

PLAINFIELD.

J. M. Wilcox, ..	Central Village, ..	1889
George Torrey, ..	"	1889
W. Tillinghast, <i>A. V.</i> , ..	Plainfield, ..	1889
Rev. S. H. Fellows, <i>S., A. V.</i> , ..	Wauregan, ..	1890
J. P. Matthieu, ..	"	1890
Thomas M. Brown, ..	Moosup, ..	1890
R. Ensworth, <i>C., A. V.</i> , ..	Plainfield, ..	1891
J. S. French, <i>A. V.</i> , ..	Central Village, ..	1891
Rev. J. A. Creedon, ..	Moosup, ..	1891

PLAINVILLE.*

Rev. W. E. Johnson, <i>S., A. V.</i> , ..	Plainville, ..	1889
Rev. A. E. Denison, ..	"	1889
J. E. Prior, ..	"	1890
R. A. Potter, <i>C.</i> , ..	"	1890
Hiram Carter, ..	"	1891
Arthur McLean, ..	"	1891

PLYMOUTH.

W. W. Clemence, <i>C.</i> , ..	Terryville, ..	1889
A. P. Fenn, ..	Plymouth, ..	1889
W. G. Barton, ..	Terryville, ..	1889
L. D. Baldwin, <i>S., A. V.</i> , ..	Plymouth, ..	1890
Geo. M. Allen, <i>A. V.</i> , ..	Terryville, ..	1890
E. M. Talmadge, ..	Plymouth, ..	1890
R. D. H. Allen, ..	Terryville, ..	1891
J. W. Clark, ..	"	1891
A. W. Welton, ..	Plymouth, ..	1891

POMFRET.

I. P. Briggs, <i>S., A. V.</i> , ..	Pomfret, ..	1889
E. P. Mathewson, ..	"	1889
Horace Sabin, ..	"	1889
J. W. Clapp, ..	Elliot, ..	1890
C. P. Grosvenor, ..	Abington, ..	1890
George Allen, ..	"	1890
A. S. Bruce, ..	Pomfret Landing, ..	1891
E. P. Hayward, ..	Pomfret Centre, ..	1891
Frederick Hyde, <i>C.</i> , ..	"	1891

PORTLAND.

Geo. B. Cleveland, <i>C., A. V.</i> , ..	Portland, ..	1889
A. H. Hale, <i>A. V.</i> , ..	"	1889
C. H. White, ..	Gildersleeve, ..	1889
Dr. C. A. Sears, ..	Portland, ..	1890
W. D. Penfield, ..	Cobalt, ..	1890
F. Gildersleeve, ..	Gildersleeve, ..	1890
J. H. Pelton, ..	Portland, ..	1891
E. F. Bigelow, ..	"	1891
W. S. Strickland, <i>S.</i> , ..	Gildersleeve, ..	1891

PRESTON.

Aaron Lucas, <i>C.</i> , ..	Poquetannock, ..	1890
Mason S. Hewitt, <i>S., A. V.</i> , ..	Preston City, ..	1890
H. C. Palmer, <i>A. V.</i> , ..	Greeneville, ..	1890

* Town School Committee.

PROSPECT.*

F. A. Willetts,	Prospect,	1889
E. B. Jerald,	W. Cheshire,	1889
George R. Morse,	Prospect,	1890
H. N. Clark,	"	1890
Rev. Wm. H. Phipps, S., A. V.,	"	1891
Wm. E. Clark, C.,	"	1891

PUTNAM.

Dr. J. Bryden Kent, C.,	Putnam,	1889
Dr. O. La Rue,	"	1889
E. H. Johnson, A. V.,	"	1889
Rev. F. H. Church, S., A. V.,	"	1890
Darius S. Skinner,	"	1890
F. W. Perry,	"	1890
E. A. Wheelock,	"	1891
L. H. Fuller,	"	1891
N. W. Kennedy,	"	1891

REDDING.

E. P. Shaw,	Redding Ridge,	1889
Seth Sanford,	W. Redding,	1889
W. A. Lounsbury,	Redding,	1889
W. E. Grumman,	W. Redding,	1890
W. C. Sanford,	Redding Ridge,	1890
J. F. Olmstead,	W. Redding,	1890
Rev. N. L. Porter, C., A. V.,	Redding,	1891
Rev. W. J. Jennings, S., A. V.,	"	1891
B. S. Boughton,	"	1891

RIDGEFIELD.

C. B. Northrop,	Ridgefield,	1889
F. H. Stalford,	"	1889
John D. Nash,	Titicus,	1890
James L. Hunt,	"	1890
Rev. John L. Peck,	Ridgefield,	1890
Rev. L. W. Abbott, S., A. V.,	Titicus,	1891
Wm. O. Seymour, C.,	Ridgefield,	1891
H. E. Mead,	"	1891

ROCKY HILL.

F. L. Burr,	Rocky Hill,	1889
Samuel Ashwell,	"	1889
A. D. Griswold, A. V.,	"	1890
Royal A. Porter, C.,	"	1890
Wm. G. Robbins, S., A. V.,	"	1891
James H. Warner,	"	1891

ROXBURY.

G. W. P. Leavenworth, S.,		
A. V.,	Hotchkissville,	1889
R. R. Davidson,	Roxbury,	1889
F. H. Leavenworth,	Hotchkissville,	1890
George S. Clark,	"	1890
A. L. Pierce, C.,	Roxbury,	1891
Jay Tyrrell,	Roxbury Station,	1891

SALEM.

Henry A. Rogers,	N. Lyme,	1889
Chas. F. Congdon, S., A. V.,	Salem,	1889
Austin O. Gallup,	"	1890
Robert A. Bailey, C.,	"	1890
Olin Boynton,	Gardner's Lake,	1891
Alvah Morgan,	Salem,	1891

SALISBURY.

Rev. J. C. Goddard, S., A. V.,	Salisbury,	1889
Dwight Allyn, C., A. V.,	Ashley Falls, Mass.,	1890
Rev. R. F. Putnam, A. V.,	Lime Rock,	1890
C. H. Bissell, A. V.,	Lakeville,	1890
Rev. Jas. H. George, A. V.,	Salisbury,	1891
Hubert Williams, A. V.,	Lakeville,	1891

SAYBROOK.*

Dwight S. Southworth,	Saybrook, ...	1889
Charlton M. Pratt,	"	1889
Fred. I. Hammond,	"	1889
F. L'Hommedieu, S.,	"	1889
Geo. F. Spencer, C.,	"	1890
Rev. W. H. Knouse, A. V.,	"	1890
Emory C. Parker,	"	1890
Edwin Bidwell,	"	1891
Horace P. Denison,	"	1891
O. Henry Glover,	"	1891

SCOTLAND.

Abner Robinson,	Scotland,	1889
Gerald Waldo, C.,	"	1889
Rev. G. A. Bryan, S., A. V.,	"	1890
Adelbert Welden,	"	1890
Caleb Anthony,	"	1890
Mrs. Lucien Bass,	Windham, ...	1891

SEYMOUR.*

David Tucker,	Seymour, ...	1889
R. E. Warner,	"	1889
T. B. Beach, S.,	"	1889
T. L. James, C.,	"	1890
S. H. Canfield,	"	1890
H. N. Eggleston,	"	1890
L. A. Camp, A. V.,	"	1891
H. L. Halligan,	"	1891
J. H. Whiting, A. V.,	"	1891

SHARON.

Charles E. Benton,	Sharon, ...	1889
Chas. C. Gordon,	Sharon Valley,	1889
Herman Rowley,	Sharon,	1890
Dr. C. W. Bassett, S., A. V.,	"	1890
Robert Goodwin,	"	1891
Fitch Landon, C.,	Sharon Valley,	1891

SHERMAN.

S. E. Vincent,	Sherman,	1889
Rev. E. P. Herrick, C.,	"	1889
I. B. Hall,	"	1889
George W. Green, A. V.,	"	1890
Mills Hungerford,	"	1890
L. B. Hungerford,	"	1890
W. J. Soule, A. V.,	"	1891
Jas. H. Stuart, S., A. V.,	"	1891

SIMSBURY.

J. B. McLean, C.,	Simsbury,	1889
Charles M. Wooster,	Tariffville,	1889
Rev. Jesse E. Heald, A. V.,	"	1890
G. B. Holcomb,	Simsbury,	1890
D. B. McLean, S., A. V.,	"	1891
Henry W. Ensign, A. V.,	Weatogue, ...	1891

SOMERS.

C. M. Havens, S.,	Somers,	1889
A. W. Kibbe, A. V.,	"	1889
L. W. Percival, C.,	"	1890
M. F. Gowdy,	Somersville,	1890
Dr. S. B. Houghton,	Somers,	1891
Asahel L. Adams,	"	1891

SOUTHBURY.

Rev. D. F. Pierce, C., A. V.,	S. Britain, ...	1889
Birdsey Gilbert,	"	1889
Dr. M. L. Cooley, A. V.,	Southbury, ...	1890
Henry S. Wheeler,	Southford, ...	1890
Herman Perry,	Southbury, ...	1891
Henry M. Canfield, S.,	S. Britain, ...	1891

* Town School Committee.

SOUTHINGTON.

Rev. E. S. Holloway,.....	Plantville,...	1889
Dr. James H. Osborne, S.,...	Southington, ..	1889
Soloman Finch,.....	"	1890
Stephen Walkley, C.,.....	Plantville,...	1890
Andrew F. Barnes, A. V.,...	Marion,.....	1891
James G. Taylor,.....	Southington, ..	1891

SOUTH WINDSOR.

E. D. Farnham, C.,.....	S. Windsor,...	1889
H. B. Noble, S.,.....	East Windsor Hill, ..	1889
Miss Lucinda Willey, A. V.,...	S. Windsor,...	1890
S. J. Grant, A. V.,.....	Wapping,.....	1890
N. F. Houghton,.....	"	1891
C. O. Kibbe,.....	"	1891

SPRAGUE.

James E. Vickeridge, A. V.,...	Baltic,.....	1889
William J. Weeks,.....	Versailles,.....	1889
William A. Greene,.....	Baltic,.....	1890
Dr. T. I. Stanton, C.,.....	"	1890
Ebenezer Allen, A. V.,.....	Hanover,.....	1891
Nathan Geer,.....	Baltic,.....	1891

STAFFORD.

Rev. F. L. Batchelder, C.,	Stafford Hollow, ..	1889
A. V.,.....	"	1889
J. O. Booth, A. V.,.....	Staffordville, ..	1889
J. R. Washburn, A. V.,.....	W. Stafford, ..	1890
Z. W. Ellis, A. V.,.....	"	1890
Rev. F. D. Buckley, A. V.,...	Stafford Springs, ..	1891
Dr. C. B. Newton,.....	"	1891
Rev. G. V. Maxham, S., and		
Supt.,.....	Monson, Mass.	

STAMFORD.*

Radcliff Hudson, S.,.....	Stamford,.....	1889
Dr. Francis J. Rogers, A. V.,	"	1889
William W. Scofield,.....	"	1889
Robert Swartwout,.....	"	1890
E. L. Brady, C.,.....	"	1890
Samuel Roberts,.....	"	1890
Dr. L. R. Hurlburt,.....	"	1891
C. Y. Baldwin,.....	"	1891
Shuyler Merrett,.....	"	1891
Dr. George W. Birch, A. V.,	"	....

STERLING.

J. A. B. Douglass,.....	Sterling,.....	1889
Benjamin S. Bliss,.....	Oneco,.....	1889
N. J. Wood,.....	N. Sterling, ..	1890
John B. Stanton, ..	Ekonk,.....	1890
Rev. E. S. Hill, S., A. V.,	Sterling,.....	1891
H. D. Dixon,.....	"	1891

STONINGTON.

J. S. Anderson, A. V.,.....	Stonington, ..	1889
C. H. Babcock, S., A. V.,	Westerly, R. I., ..	1889
Simeon Gallup, C., A. V.,	Mystic Bridge, ..	1890
Ambrose Briscoe,.....	Westerly, R. I., ..	1890
Silas B. Wheeler,.....	Mystic,.....	1891
Geo. F. Coats, A. V.,.....	N. Stonington, ..	1891

STRATFORD.

Charles C. Wells, A. V.,...	Stratford,....	1889
Morton Beardsley, A. V.,...	"	1889
Albert Wilcoxson, S., A. V.,	"	1890
Robert H. Russell,.....	"	1890
Samuel O. Canfield, C.,.....	Bridgeport, ..	1891
James Bounds,.....	"	1891

SUFFIELD.

Edwin A. Russell, C., A. V.,	Suffield,.....	1889
F. B. Hathaway, A. V.,.....	"	1889
John B. Cannon, A. V.,...	W. Suffield, ..	1890
Leverett N. Austin, S., A. V.,	Suffield,.....	1890
Chas. B. Sheldon, A. V.,...	W. Suffield, ..	1891
Henry M. Rose, A. V.,.....	"	1891

THOMASTON.*

Dr. R. S. Goodwin, A. V.,...	Thomaston, ..	1889
George A. Stoughton,.....	"	1889
William Trihey,.....	"	1889
A. P. Bradstreet, C.,.....	"	1890
Dr. George D. Ferguson,...	"	1890
Rev. Frederick Saunders, ...	"	1890
Frank W. Etheridge, S.,.....	"	1891
George F. Carr,.....	Reynolds Bridge, ..	1891
Rev. M. J. McGiveney, A. V.,	Thomaston, ..	1891

THOMPSON.

Stephen Ballard, C, A. V.,...	Thompson, ..	1889
E. H. Cortis, S., A. V.,...	N. Grosvenordale, ..	1889
E. F. Thompson, A. V.,	"	1889

TOLLAND.

William D. Holman,.....	W. Willington, ..	1889
F. P. Mack,.....	Tolland,.....	1889
C. Hungerford,.....	"	1890
Erwin O. Dimock, S., A. V.,	"	1890
A. L. Benton, C.,.....	"	1891
S. H. Brown,.....	"	1891

TORRINGTON.*

James Alldis,.....	Torrington, ..	1889
Avery F. Miner, A. V.,.....	"	1889
Dexter W. Clark,.....	"	1889
Rev. Patrick Duggan,.....	"	1890
Elisha J. Steele,.....	"	1890
Luther E. Miller, ...	Torrington, ..	1890
Rev. L. Perrin, C., A. V.,	Torrington, ..	1891
John W. Gamwell,.....	"	1891
Willard A. Cowles, S.,.....	"	1891

TRUMBULL.

H. L. Fairchild,.....	Nichols,.....	1889
William B. Mallette,.....	Long Hill,.....	1889
Sterling H. Booth,.....	Trumbull,.....	1890
Beach Hill, S., A. V.,...	Long Hill,.....	1890
Eli P. Burton, C.,.....	Trumbull,.....	1891
C. B. Sherwood,.....	"	1891

UNION.

I. P. Smith,.....	Stafford Springs, ..	1889
George Towne, S., A. V.,	"	1889
Newton Wallace,.....	Mashapaug, ..	1890
Silas W. Newell,.....	Union,.....	1890
H. R. Back,.....	Mashapaug, ..	1891
Elam C. Booth, C.,.....	Stafford Springs, ..	1891

VERNON.

A. R. Goodrich, C.,.....	Vernon,.....	1889
Charles Phelps, A. V.,.....	Rockville,.....	1889
J. N. Stickney,.....	"	1890
William V. Mc Nerney,.....	"	1890
A. P. Hammond,.....	"	1891
W. B. Foster, S., A. V.,...	"	1891

VOLUNTOWN.

John E. Green,.....	Voluntown, ..	1889
Rev. John Elderkin,...	Ekonk,.....	1889
John N. Lewis, C.,.....	Voluntown, ..	1890
A. E. Bitgood, C., A. V.,...	"	1890
E. Byron Gallup,.....	Ekonk,.....	1891
Frank S. Bitgood,.....	Voluntown, ..	1891

* Town School Committee.

WALLINGFORD.

Charles D. Yale, C.,.....	Wallingford, ..	1889
Rev. A. E. Reynolds,.....	" ..	1889
Henry L. Hall, S., A. V.,..	" ..	1890
Andrew Andrews,.....	" ..	1890
Rev. J. E. Wildman,.....	" ..	1891
E. M. Judd,.....	" ..	1891

WARREN.

W. W. Carter, C., S., A. V.,	Warren, ..	1889
Peter M. Smith,.....	" ..	1889
Noble B. Strong,.....	" ..	1890
Charles W. Everett,.....	Romford, ..	1890
Samuel E. Tanner,.....	" ..	1891
Henry E. Shove,.....	Warren, ..	1891

WASHINGTON.

John C. Brinsmade,.....	Washington, ..	1889
Charles N. Beach, A. V.,	Washington Depot, ..	1889
Rev. Henry Upson, S., A. V.,	New Preston, ..	1890
George Wheaton,.....	" ..	1890
Wm. G. Brinsmade, A. V.,..	Washington, ..	1891
G. C. Whittlesey,.....	New Preston, ..	1891

WATERBURY.

H. F. Bassett, S.,.....	Waterbury, ..	1889
George H. Cowell, A. V.,..	" ..	1889
Dr. E. P. Gregory,.....	" ..	1889
T. I. Driggs, C.,.....	" ..	1890
Rev. J. W. Fones,.....	" ..	1890
E. L. Frisbie,.....	" ..	1890
Prof. F. T. Russell,.....	" ..	1891
John A. Moran, A. V.,.....	" ..	1891
Joseph Cullen,.....	" ..	1891

WATERBURY (Center District) †

J. W. Webster, C., A. V.,..	Waterbury, ..	1889
H. F. Bassett, A. V.,.....	" ..	1889
E. W. McDonald, A. V.,.....	" ..	1889
Rev. R. W. Micou, A. V.,..	" ..	1889
Rev. J. A. Mulcahey, A. V.,	" ..	1889
John Henderson, Jr., A. V.,	" ..	1889
Bernard A. O'Hara, A. V.,..	" ..	1889
M. S. Crosby, Supt.,.....	" ..	1889

WATERFORD.

E. J. Hempsted, C., A. V.,..	New London, ..	1889
Geo. W. Chamberlain, A. V.,	" ..	1889
J. W. Manwaring,.....	Waterford, ..	1890
H. H. Gorton, A. V.,.....	New London, ..	1890
A. H. Lanphere, S., A. V.,..	Waterford, ..	1891
William Saunders, A. V.,..	" ..	1891

WATERTOWN.

Henry E. Scott,	Watertown, ..	1889
A. A. Stone, A. V.,.....	Oakville, ..	1889
H. F. Davis, C., A. V.,.....	Watertown, ..	1890
Buel Heminway,.....	" ..	1890
Samuel A. Merwin, A. V.,..	" ..	1891
T. P. Baldwin, S., A. V.,..	" ..	1891

WESTBROOK.

R. H. Stannard, C.,.....	Westbrook, ..	1889
E. C. Stevens,.....	" ..	1889
J. H. Walker,	" ..	1890
J. H. DeWolf, S., A. V.,..	" ..	1890
A. W. Bushnell,.....	" ..	1891
James H. Crofut,.....	" ..	1891

† Board of Education.

WEST HARTFORD.*

W. E. Goodwin,.....	Elmwood,	1889
W. H. Hall, C.,.....	W. Hartford, ..	1889
H. C. Judd,.....	Hartford,	1889
A. C. Sternberg, A. V.,.....	" ..	1890
Franklin Sisson,.....	W. Hartford, ..	1890
Dr. F. S. Smith, S.,.....	" ..	1890
Timothy Sedgwick,.....	" ..	1891
W. L. Andrews,.....	Elmwood,	1891
Edward Beach,.....	" ..	1891

WESTON.

Iverson C. Fanton, C.,.....	Aspetuck,	1889
Rufus K. Fitch,.....	Weston,	1889
David S. Parsons,.....	Lyon's Plains, ..	1890
Adam C. Lyon,.....	Aspetuck,	1890
Vanderbilt Gofrey, S., A. V.,	Weston,	1891
Ebenezer Fitch,.....	Westport,	1891

WESTPORT.

S. B. Sherwood,.....	Westport,	1889
Dr. F. Powers,	" ..	1889
H. B. Sherwood,	" ..	1890
Dr. L. T. Day, S., A. V.,.....	" ..	1890
Wm. J. Jennings, C., A. V.,	Green's Farms, ..	1891
Charles H. Kemper, Jr.,.....	Westport,	1891

WETHERSFIELD.

M. S. Griswold, S.,.....	Wethersfield, ..	1889
Dr. Roswell Fox,.....	" ..	1889
H. A. Deming,.....	" ..	1889
T. N. Griswold,	S. Wethersfield, ..	1890
S. M. Welles, C.,.....	Wethersfield, ..	1890
Stephen Morgan,	" ..	1890
R. A. Robbins,.....	" ..	1891
Leslie E. Adams,.....	S. Wethersfield, ..	1891
Luther W. Adams, A. V.,..	S. Wethersfield, ..	1891

WILLINGTON.

John B. Carpenter, S., A. V.,	W. Willington, ..	1891
Jason Bugbee, Jr., A. V.,..	Moose Meadow, ..	1891
Edward Pearl, C., A. V.,..	W. Willington, ..	1891

WILTON.

Wilbur Sturges,.....	Cannon's Station, ..	1889
Luzon Jeliff, C.,.....	Wilton,	1889
Benjamin F. Brown,.....	Cannon's Station, ..	1890
David S. Hurlbutt, A. V.,..	" ..	1890
William L. Keeler,.....	N. Wilton,	1891
William Sturges, S.,.....	Wilton,	1891

WINCHESTER.

Charles A. Bristol, A. V.,.....	Winchester, ..	1889
Midian H. Griswold, A. V.,..	Winsted,	1889
Henry Barreuther, A. V.,..	" ..	1889
Rev. Fra Leo DaSaracena, A. V.,	" ..	1890
Rev. H. N. Kinney, S., A. V.,	" ..	1890
Rev. A. Goodenough, C., A. V.,	Winchester, ..	1891

WINDHAM.

John D. Wheeler, C., A. V.,	Willimantic, ..	1889
Frederick Rogers,	" ..	1889
John L. Hunter,.....	" ..	1889
Charles A. Capen,.....	" ..	1890
Charles W. Holden,.....	" ..	1890
Asher B. Holmes,.....	" ..	1890
William C. Jilson,.....	" ..	1891
H. Clinton Lathrop, S.,.....	" ..	1891
James T. Lynch,.....	" ..	1891

* Town School Committee.

WINDSOR.

E. S. Clapp, C.,.....	Windsor,....	1889
William H. Harvey,.....	"	1889
John E. Larkin,.....	Poquonnock,	1890
Rev. G. C. Wilson, S., A. V.,.....	Windsor,....	1890
Dr. J. N. Dixon, A. V.,.....	Poquonnock,	1891
W. W. Loomis,.....	Windsor,....	1891

WINDSOR LOCKS.*

John P. Healy, S.,.....	Windsor Locks,	1889
Allen Pease, A. V.,.....	"	1889
Rev. J. O'R. Sheridan,....	"	1890
George P. Clark,.....	"	1890
E. D. Coogan, C.,.....	"	1891
E. B. Bailey, A. V.,.....	"	1891

WOLCOTT.*

John R. S. Todd, S., A. V.,.....	Waterbury,...	1889
Evelyn M. Upson,.....	Wolcott,....	1889
Benjamin L. Bronson,.....	"	1890
Andrew J. Slater,.....	"	1890
Henry B. Carter, C.,.....	"	1891
Rufus Norton,.....	"	1891

WOODBURY.

Wm. H. Warner, C.,.....	Westville,...	1890
Charles P. Augur,.....	"	1890
Henry E. Baldwin, A. V.,...	"	1891
Raymond H. Baldwin,.....	"	1891

WOODBURY.

George M. Allen,.....	Hotchkissville,	1889
David L. Somers,.....	Woodbury,...	1889
W. J. Clark, S., A. V.,.....	"	1889
Rev. J. L. R. Wyckoff,....	"	1890
F. F. Hitchcock,.....	"	1890
Truman E. Wheeler,.....	"	1890
Dr. H. W. Shove, C.,.....	"	1891
M. F. Skelly,.....	"	1891
George C. Terrill,.....	Hotchkissville,	1891

WOODSTOCK.

L. J. Wells, C., A. V.,.....	S. Woodstock,...	1889
W. W. Webber, S.,.....	Woodstock,...	1889
G. W. Child, A. V.,.....	E. Woodstock,	1889
Luther Leavitt,.....	N. Woodstock,	1889
V. T. Wetherell,.....	"	1889
Frank Barrett,.....	N. Woodstock,	1890
C. H. Child,.....	Woodstock,...	1891
Henry Bradford,.....	W. Woodstock,	1891
John Hibbard, A. V.,.....	"	1891

Leroy C. Beecher, S., A. V.,.....	Westville,...	1889
Elmer E. Thomas,.....	"	1889

* Town School Committee.

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